



**P.S. 022 THOMAS JEFFERSON**

**2010-11**

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

**SCHOOL: P.S. 022 THOMAS JEFFERSON**  
**ADDRESS: 153-33 SANFORD AVENUE**  
**TELEPHONE: 718-762-4141**  
**FAX: 718-358-1260**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342500010022 **SCHOOL NAME:** P.S. 022 Thomas Jefferson

**SCHOOL ADDRESS:** 153-33 SANFORD AVENUE, QUEENS, NY, 11355

**SCHOOL TELEPHONE:** 718-762-4141 **FAX:** 718-358-1260

**SCHOOL CONTACT PERSON:** PRISCILLA MILITO **EMAIL ADDRESS** PMilito@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dianne Lobasso

**PRINCIPAL:** Priscilla L. Milito

**UFT CHAPTER LEADER:** Leah Lewis

**PARENTS' ASSOCIATION PRESIDENT:** Abina Law Napier

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25 **CHILDREN FIRST NETWORK (CFN):** 207

**NETWORK LEADER:** PEGGY MILLER/Gary D. Goldenback

**SUPERINTENDENT:** Diane Kay

**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
Priscilla Milito	Principal	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg.
Leah Lewis	UFT Chapter Leader	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg. approved at SLT meeting
Adrienne Ricciardi	UFT Member	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg. approved at SLT meeting
Dianne Lobasso	UFT Member	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approve at SLT Mtg. approved at SLT meeting
Laura Kavourias	Parent	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg. approved at SLT meetings
Hamerton Joseph	Parent	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg. approved at SLT meetings

Lee Chau	Parent	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg. resigned
Jane Mishra	UFT Member	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg.
Angelica Alicea	Parent	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg.
Nazia Khurram	Parent	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg.
Janet Boyle	UFT Member	Electronic Signature Approved. Comments: Approved as per SLT Mtg. 2/3/2011 Approved at SLT Mtg.

\* 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: Learners Today, Leaders Tomorrow

Vision: Students will become competent learners in a supportive environment. Support services assist teachers in meeting needs of students and engage students in a modality of learning styles. P.S. 22 offers Science, RCCP, Technology, Physical Education, Music, Visual Art, Orchestra and Dance/Theater teachers from CBO's. ESL teachers service approximately 280 ELLs. Title III Ballroom dancing is offered to 4th and 5th grade largely ESL classes, morning and afternoon language programs addressing test prep and language acquisition. Guidance, speech and SETSS service special education students and students who are deemed at risk by the Academic Intervention Team and classroom teacher. All maintain a push in program, where applicable, to alleviate the need to remove students from classrooms. There are OT, PT, APE, Vision, Mobility, Hearing personnel. A Literacy coach offers professional development and supports teachers who are new to the school or grade, and teachers needing additional support. She also helps teachers prepare students for state assessments and helps teachers analyze data to better meet the needs of students. The data specialist works with teachers to analyze data which will drive instruction. PS 22 is a TC Project School utilizing the expertise of staff developers. Enrichment programs are offered during Extended Day for students in gr. 4/5: Art Club, Recorder Ensemble, Student Government, Science Explorers, School Website, and Health Program and theater; and during the school day: Chorus, Orchestra and dance. Parent and community involvement is strongly encouraged and increasing annually. A DOE parent ESL program is housed at PS22 offering English language acquisition to parents. Parent workshops enable parents to understand the work their children are engaged in. Family Nights offer parents an opportunity to learn along with their children - Literacy, Math, Science, the Arts. Parent workshops are offered in use of ARIS, a look into curriculum and instruction, homework help, parenting, and other areas parents express an interest in. These workshops give parents the tools they need to keep the learning going outside of school. Principal and parent conversations are held monthly, to communicate new innovations and to hear the voices of parents. Collaboration with community organizations: visitations by local authors, 9th grade students from MS 189 visit classrooms to offer read alouds to PS 22 students twice a year, and community involvement to support on-going student outreach/activities involving local churches and temples and Penny Harvest. Our Core Inquiry Team supports sub-inquiry teams and looks at data across the school to better understand the needs of students and monitor growth based on implementation of curriculum and teaching methodologies. For the school year 2010-2011 we are anticipating 100% of eligible teachers to participate in sub-inquiry teams work carefully monitoring targeted students' progress in Literacy. All of the above evolves based on student, staff and parent needs, interests and expertise to help ensure success for students in all curriculum areas, including the arts. Becoming life long learners and developing a love of learning will provide students with the tools and knowledge needed to achieve success.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 022 Thomas Jefferson								
<b>District:</b>	25	<b>DBN #:</b>	25Q022	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	68	45	69		96.3	96.1	TBD		
Kindergarten	98	128	104						
Grade 1	97	108	135	<b>Student Stability - % of Enrollment:</b>					
Grade 2	124	112	110	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	103	119	106		91.7	90.90	TBD		
Grade 4	98	123	135						
Grade 5	101	107	129	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		71.2	73.9	86.9		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	1	TBD		
Grade 12	0	0	0						
Ungraded	1	0	2	<b>Recent Immigrants - Total Number:</b>					
Total	690	742	790	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					34	40	58		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	11	11	12	Principal Suspensions	11	9	TBD		
# in Collaborative Team Teaching (CTT) Classes	8	15	26	Superintendent Suspensions	0	0	TBD		
Number all others	18	23	27						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	244	271	265	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	9	25	Number of Teachers	52	53	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	8	TBD
				Number of Educational Paraprofessionals	2	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.1	98.1	TBD
				% more than 2 years teaching in this school	82.7	84.9	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	67.3	71.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	94	92	TBD
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	94.9	TBD
Black or African American	2.2	2.6	2.7				
Hispanic or Latino	26.4	28.7	27.1				
Asian or Native Hawaiian/Other Pacific Isl.	65.9	63.2	65.4				
White	5.4	5.3	4.3				
Multi-racial							
<b>Male</b>	52.3	52.4	51.5				
<b>Female</b>	47.7	47.6	48.5				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
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	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	75.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Reviewing Quality Review Report(2007), Progress Report 2008-09, 2009-10, ,ARIS, Periodic Assessments, Individual Student Reading and Math (monthly), Writing (quarterly) Level Sheets, surveys from staff and parents the following are noted: Our strengths continue to include ongoing Professional Development, large classroom libraries, a staff dedicated to addressing individual student's needs in an attempt to overcome the barriers - large ESL population, an even larger parent population that does not speak English and many who have educational deficits, mobility, attendance issues (travel to homeland for extended time). Best practices are implemented through collaboration and on-going professional development. Many of the staff speak languages other than English and assist in translation for parents, and help to make parents feel comfortable and welcomed into the school community; and for those staff members not speaking parents' native languages, they have become comfortable and adequate in the use of DOE phone translation services. Almost all children achieve levels above 1 due to individual and/or small group work, and inquiry work that teachers are involved in to help students be successful, and therefore, enabling them to be promoted to the next grade. Additional help (at risk services provided by Reading Recovery, SETSS, Speech, Guidance Counselor, and Extended Day) increases the number of students that are successful.

As of June 2010: ELA findings- 97 of 98 third grade students (98.1%) met promotional criteria; 129 of 129 fourth grade students (100%) met promotional criteria; 113 of 121 fifth grade students, including self-contained special education students and ELLS with less than 2 years (93.3%) met promotional criteria. Without the inclusion of the ELLS and special education students 108 of 109 fifth grade students (99%) met promotional criteria. Analysis - need to raise level of curriculum taught and how skills and strategies are being taught to our ELLS and Special education students. However, more assessment data is necessary to find specific areas of need for all assessed students. Administration will monitor, with more frequency, class/grade/school data (other than state assessments) to ensure that classroom teachers and support staff are meeting the needs of individual students.

MATH findings: 104 of 106 third grade students including ELLs with less than 2 years (98.1%) met promotional criteria; 141 of 142 fourth grade students, including an ELL student who entered NYC schools during make-up window, (99.2%) met promotional criteria; 132 of 135 fifth grade students, including self contained special education students (97.7%) met promotional criteria. Omitting the self contained class, 121 of 123 fifth grade students (98.3%) met promotional criteria. Analysis -need to raise level of curriculum taught and how skills and strategies are being taught to our ELLS and Special education students. However, more assessment data is necessary to find specific areas of

need for all assessed students. Administration will monitor, with more frequency, class/grade/school data (other than state assessments) to ensure that classroom teachers and support staff are meeting the needs of individual students.

To improve students' knowledge of their community, country and the world 100% of teachers will participate this year in the NYS/ NYC social studies curriculum using, Understanding By Design (backward mapping), based on NYS/ NYC curriculum standards, that was initiated by the majority of teachers last year.

2009-2010 was our first year using the FOSS program 100% for grades K-5. Now that we are fully established we will begin to monitor individual student progress and progress within classes and across grades/school.

An Enrichment Program (Tues. - Wed.) has been implemented for students in grades 4/5 @ level 3 and 4 to further develop students academic talents through the arts, community work, technology and the sciences. We have also implemented a fitness/health extended day program to teach students how to live a healthier life.

Professional development is offered based on interest and school need, as well as based on individual need. Lead teacher teams will continue for both Literacy and Social Studies, and new lead teacher teams will be formed for Writing/Grammar and Math and ESL to align curriculum with the new Core Standards across grades. Teachers are expected to continue growing in their knowledge and use of differentiated instruction. A Quality Review/CCS team will be created to evaluate areas of student successes and struggles, and will focus on looking at the Conditions of Learning to evaluate the effectiveness of programs and teachers, including growing in the use of data to plan differentiated instruction and student outcome products to ensure students are offered a quality education. A Professional Reading Study Group headed by the Assistant Principal meets regularly to discuss and share

and share information gathered from professional readings. The Core Inquiry Team will continue to support sub-inquiry teams, and all inquiry teams will share their investigations and discoveries with colleagues in Inquiry Space and in June during a professional development day (Bklyn./Queens). Additionally, smartboards and professional development have been incorporated into instruction whenever funding allows. At the present time we have 12 teachers experienced in smartboard technology and document cameras. These teachers share their expertise in using this technology and their smartboard lesson planning with colleagues. Eight teachers new to smartboard technology and document cameras have already participated in p.d. which will enable them to begin planning prior to the 2010-2011 school year. All will continue to be supported in the use of this technology by the more experienced teachers as well as smartboard personnel.

We will continue to address concerns among administration, staff and parents as indicated on the LES.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Reading: By June 2011 there will be an increase of 5% of students in grades 3 through 5 achieving levels 3 and 4 as measured by the 2011 NYS ELA compared to the number of students achieving those levels on the 2010 NYS ELA, and all students in grades 1-5 will progress 1 year (levels 3 and 4), and a minimum of 1.5 years (levels 1 and low level 2) as measured by their reading levels in September compared to their reading levels in June (Fountas and Pinnell).	<input type="checkbox"/> 100% of teachers will continue professional development around the use of data and using that data to provide differentiated literacy instruction to children that will meet the needs of individual children and help them to grow as indicated above.
<input type="checkbox"/> By June 2011 students in grades 3-5 achieving proficiency will increase from 75.5%, as measured by the 2011 NYS Math assessment, to 78.5% on the 2011 NYS MATH assessment.	<input type="checkbox"/> Through Inquiry work, horizontal and vertical collaboration among teachers supported by Math lead teacher team, data specialist, administration and colleagues, by aligning curricula to CCSS, and using data to plan and deliver quality lessons students in all grades will be given the opportunity to be successful mathematicians.
<input type="checkbox"/> Social Studies: With 100% of teachers planning and implementing the Social Studies curriculum Understanding By Design (UBS) Fridays - under the guidance of the Lead Teacher Social Studies Team by June 2010 5% more of 5th grade students will achieve standards levels (3/4) as measured by the NYS Social Studies Assessment (2009) as compared to the number of 5th grade students scoring at levels 3 and/or 4 on the (2007) NYS Social Studies Assessment.	<input type="checkbox"/> Each grade level team of classroom teachers, K-5, will participate in on-going professional development, planning and sharing of best practice to implement a coherent, comprehensive social studies curriculum which engages each grade level team in curriculum mapping that includes horizontally and vertically aligned curriculum. All teachers will focus on differentiating their instruction and consider student outcome products based on student need. Grade 5 students will be exposed to key concepts using the 2008 NYS SSA.

<p><input type="checkbox"/> Writing: By June 2011 5% more students in grade K-5 will achieve levels 3 and 4 in writing as measured by On Demand Writing Assessment administered at that time, as compared to the number of students achieving those levels in Sept. 2010.</p>	<p><input type="checkbox"/> A Lead Teacher Writing/ Grammar Team will be formed to meet monthly (or more often as needed) to align grammar/structure of writing to our writing curriculum. An Anchor Paper Binder and curriculum calendar which is aligned across grades has been created for each classroom teacher and a (Toolkit) and will all be used for each unit of study to guide lessons, and the Writing Continuum will be used to evaluate student achievement. Professional Development will be offered by Literacy Coach and LTW/GT to ensure that teachers are implementing our new practices/curriculum, and differentiating their lessons and student outcome products.</p>
<p><input type="checkbox"/> Home School Connection. Parent Participation: By June 2011 parent knowledge of school academic and supplemental curriculums at PS22, and response to LES will increase by 5% as measured by the 2011 LES results as compared to the 2010 LES results.</p>	<p><input type="checkbox"/> Continue all interventions to get parents on board in participating in P/T Conferences, PTA Meetings, Family Nights, Parent Workshops, and to increase these numbers, as well as offering incentives to staff inviting parents to classrooms and to parents involved in students' classroom/educational activities during the school day.</p>



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**Reading**

(where relevant) :

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Reading: By June 2011 there will be an increase of 5% of students in grades 3 through 5 achieving levels 3 and 4 as measured by the 2011 NYS ELA compared to the number of students achieving those levels on the 2010 NYS ELA, and all students in grades 1-5 will progress 1 year (levels 3 and 4), and a minimum of 1.5 years (levels 1 and low level 2) as measured by their reading levels in September compared to their reading levels in June (Fountas and Pinnell).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Target Population: Students in grades 105 Implementation: Fall 2010-June 2011</p> <p>Projected Gains: 5% increase of levels 3 and 4 students on NYS ELA 2011 reading level progress of 1-1.5 years growth.</p> <p>* Continued PD will be provided to teachers in analyzing this data, recording their findings and planning for differentiated instruction and student product outcome</p> <p>* Administration to monitor growth of student reading levels monthly using school created Student Independent Reading Level Form to ensure progress towards minimum of 1.5 year growth. Conversations will be held with all teachers to better understand students' needs.</p> <p>* Individual conversations with teachers based on findings in data submitted and Teacher Data Initiative.</p>

	<p>* Professional Development</p> <p>Staff to attend TC calendar days that address reading instruction and work in lab sites with TC staff developers; and CCS professional development support offered through CFN.</p> <p>Data specialist and Literacy Coach in collaboration with classroom teachers to identify areas of need for students across grades based on item analysis/assessment information from above mentioned assessments. (scheduled preparation periods)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Budget will be used to fund the following:  Full time literacy coach - Title I and C4E  P/T data specialist - TL FSF and TL Data Specialist</p> <ul style="list-style-type: none"> <li>• Professional Development: 10% Title I SWP</li> </ul> <p>2 TC Staff Developers</p> <p>TC Calendar Days</p> <p>Principal's Study Groups; AP study group; leadership groups (Funding as needed for teachers coverage)</p> <p>Per Session (as needed) lead teacher teams</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>2011 NYS ELA test results measuring yearly progress for students in grades 4 and 5.</p> <p>TC reading assessments including reading levels, fluency, accuracy and comprehension, oral reading rate assessed a minimum of every two months.</p> <p>Students reading level progress monitored monthly as recorded on individual student level sheet.</p> <p>ELA predictive assessments including reading levels and comprehension assessed two times</p>

	<p>during the year.</p> <p>Student Conference note assessments conducted a minimum of once a week.</p>
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**Subject Area  
(where relevant) :**

**Math**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 students in grades 3-5 achieving proficiency will increase from 75.5%, as measured by the 2011 NYS Math assessment, to 78.5% on the 2011 NYS MATH assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p>Implementation timeline: September 2010 - June 2011</p> <p>Math Team to align curriculum with CCSS, investigate data used, collection of, and usefulness, create rubric and collaborate with colleagues for cohesive planning and practice</p> <p>Findings from inquiry work will be shared/disseminated to school throughout the year so that all staff/students benefit from the research.</p> <p>Professional development to continue the support for inquiry members in the use of accountability tools and in the action research model of inquiry.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/></p> <p>Budget will be used to fund the following:</p> <p>Data Specialist - TL Fair Student Funding, TL Data Specialist</p>

<i>action plan.</i>	Math Team - Title I SWP (per diem/per session)
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <input type="checkbox"/> NYS MATH results showing an increase of 3% at proficiency for students in grades 3-5 on ARIS showing extent of inquiry work predictives and ITA for grades 3-5 Review of planbooks to ensure that teachers are planning for differentiated instruction Workshop/PD agendas Administrative Observation of conditions of learning Monitoring of results of math unit tests as recorded on individual student level sheet.

**Subject Area**  
(where relevant) :

**Social Studies**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Social Studies: With 100% of teachers planning and implementing the Social Studies curriculum Understanding By Design (UBS) Fridays - under the guidance of the Lead Teacher Social Studies Team by June 2010 5% more of 5th grade students will achieve standards levels (3/4) as measured by the NYS Social Studies Assessment (2009) as compared to the number of 5th grade students scoring at levels 3 and/or 4 on the (2007) NYS Social Studies Assessment.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> schoolwide social studies committee, consisting of administration, one teacher from each grade and additional staff will continue to oversee and facilitate this work to ensure a vertically-aligned, horizontally-aligned, coherent social studies curriculum across the school – they will meet regularly to discuss progress and issues and support staff. They will select appropriate test to support curriculum study.</p> <p>5th grade teachers used NYSSSA Nov 2007 as a post-test to evaluate student's strengths and needs. Nov. 2008 NYSSSA throughout the year to strengthen key concepts. In June 2011, teachers will administer Nov. 2009 NYSSSA to analyze growth.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Technology Specialist - TL FSF,</p> <p>Techquip - TL FSF</p> <p>Per Diem-Title I</p> <p>Per Session-Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Supervisory observations of social studies lessons, products produced.</p> <p>Student work samples/portfolios</p> <p>Teacher lesson plans/curriculum mapping indicating on-going lessons that are horizontally and vertically aligned across curriculums and grades.</p> <p>Student interest/enthusiasm levels in Social Studies lessons as noted by increased student participation, unit assessments.</p> <p>5% growth in 5th grade students achieving levels 3/4 in June 2011 on Nov. 2009 NYS SA as</p>

	compared to those achieving level 3/4 in Oct. 2010 on the Nov. 2007 NYS SSA.
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**Subject Area  
(where relevant) :**

**Writing**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Writing: By June 2011 5% more students in grade K-5 will achieve levels 3 and 4 in writing as measured by On Demand Writing Assessment administered at that time, as compared to the number of students achieving those levels in Sept. 2010.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Students will be exposed to argument writing based on CCSS. Target population: grades k-5 level all students</p> <p>Staff: All classroom teachers, SETSS, ESL staff, Literacy Coach, Data Specialist, TC staff developers, lead teacher writing/grammar team.</p> <p>Fall 2010-June 2011</p> <p>Projected Gains: minimum of 1 year growth for levels high 2-4; minimum of 1.5 years growth for levels 1 and low 2.</p> <p>Classroom teachers will use on demand writing assessments for both narrative and argument writing, unit writing pieces, writing toolkits, and conference notes to track student progress and plan and implement strategic lessons based on individual needs. ESL staff/SETSS will align teaching to individual ELL's and or Sp. Ed. students' needs.</p> <p>Individual student level sheet monitored 4x a year by administration (on demand narrative writing).</p> <p>Data Specialist to assist with ARIS writing information</p>

Literacy Coach will support staff in implementing writing strategies, curriculum planning and assessments

Writing Committee to review units of study/curriculum, create curriculum calendar and share that information with staff

Writing toolkits to be completed during the 2010-2011 school year. The toolkit will assist teachers in providing quality instruction in writing (conferring, assessments, lesson planning, individualization, strategy lessons).

- Continued professional development by:

Pilot programs based on needs (targeted grades)

Literacy Coach

Writing Committee staff

Intervisitations

Grade meetings

TC Calendar Days

TC staff developers

Classroom teacher/support staff meeting (common preparation periods) to align instruction according to need.

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Literacy Coach-Title I SWP; C4E</p> <p>Per Diem-Title I SWP</p> <p>Data Specialist-FSF and Data Specialist funding (pending funding)</p> <p>TC Staff Developers-Title I SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> 2011 NYS ELA results</p> <p>On demand writing pieces</p> <p>Unit work samples</p> <p>conferring notes conducted a minimum of once a week</p> <p>Individual student writing level form collected 4x a year by administration</p> <p>Argument writing baseline (Oct.) compared to post (June).</p>

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

**Parent Participation**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Home School Connection. Parent Participation: By June 2011 parent knowledge of school academic and supplemental curriculums at PS22, and response to LES will increase by 5% as measured by the 2011 LES results as compared to the 2010 LES results.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Target Population: Parents</p> <p>Implementation September 2010 through June 2011</p> <p>Projected Gains: 5% increase in positive parent response to 2011 LES, with better knowledge and undersatnding of details of curriculums offered</p> <p>Responsible Staff: Parent Coordinator, All staff: classroom teachers, support staff, even Pupil Personal Secretary and Security who welcome parents and students into school.Continue, and publicize, "Open Door Policy" for parents with Administration, PC, Family Worker, Guidance Counselor.</p> <p>By involving students in after school activities teachers and parents will be present at more after school functions: PTA meetings, Family Nights, Concerts and other Performances. Teachers will be encouraged through various incentives to particiapte in evening functions, and to invite parents (who will also be offered incentives) into the classrooms during the school day to participate in Reading and Writing Celebrations, UBD Fridays, Science activities, Read Alouds, and other educational celebrations.</p> <p>Parent Workshops offered during school day and during PTA meetings to - inform/educate parents of curriculums being implemented, grading level system/rubrics, promotional criteria, and learn how to work closely with school personnel for child's success.</p> <p>Communication: Global Connect, translations, verbal and written; maintain bulletin board posting monthly units of study across all curriculum, ESL parent workshops - Mon., Wed., Fri am/pm session for beginners/advanced.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Budget will be used to fund the following:</p> <p>Parent Coordinator: TL Parent Coordinator</p> <p>Per Session: for staff particiapting after school hours/parent workshops, Family Night (where feasible and funding availability):Title I Parent Involvement</p>

	<p>Phone Messenger System:Global Connect: Title I Parent Involvement</p> <p>Family Night, Parent/Student Take Home Kits: Title I Parent Involvement</p> <p>Translations, text prep, translation funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Increase in the number of parents positively responding by 5% on the 2011 LES.</p> <p>Increase in number of parents attending activites (mentioned above): attendance sheets</p> <p>Increase in student success - emotionally (increase in attendance rate ), socially (decline in suspensions), academically (increase in student achievement)</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	8	N/A	N/A	1			6
1	16	3	N/A	N/A	6	1	1	11
2	24	21	N/A	N/A	4	1	1	19
3	16	13	N/A	N/A	3	1		31
4	13	11	3	4	7		1	35
5	9	10	4	4	6	1	2	44
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Foundations K-1 and Words Their Way 1-5, in addition to all students getting one of these programs daily, at risk students will get additional practice 2x week in small group during Extended Day by all classroom teachers; focused reading instruction: small group during literacy block and Extended Day; Guided Reading and strategy lessons: small group during school day 2-3x/week; Imagine Learning for B and I ELLs: individual student time on computer daily for 15 minutes using specified literacy program - Imagine Learning - Raz Kids and Starfall during school day and/or Extended Day; and Reading Recovery for grade 1 students: one-to-one daily for select students during school day, Reading Recovery strategies by RR teacher in small groups: other grade 1 and 2 students, in small groups, during the school day and/or Ext Day; Before/After school ESL Program- language acquisition using all modalities/ELA test prep: both one-to-one and small group in an Early Morning Program for 1/2 hr. 2x/wk. from Jan.-April. In addition, early morning test preparation for students in ela. and math for 1/2 hour sessions 3x per week one month prior to state tests. Acuity individualized lessons and assessments customized by classroom teachers for students based on data from diagnostics and predictive assessment results as well as classroom performance for students in grades 3-5 during Extended Day and during school day -individual on computer.</p> <p>Inquiry work for targeted students who have specific, identified areas of need in literacy. Each Inquiry member plans and implements exemplary lessons which support students' learning. Each member decides and documents frequency and duration for their lessons.</p> <p>Professional development is offered by the Literacy coach/TC staff developers and participation in TC Calendar Days as well as CFN literacy workshops who offer support on CCS, thus affecting student outcome.</p> <p>Inquiry members meet with the Literacy Coach/Administration/Data Specialist to examine best practice/quality of lessons/data analysis. Members are held accountable for publishing (ARIS Inquiry Space) data, resources, thoughts and analysis of the work they are engaged in.</p>

<p><b>Mathematics:</b></p>	<p><input type="checkbox"/></p> <p>Everyday Math Games: 1x week all classroom teachers focus 15 minutes of game day time on at risk students in small groups during school day; Acuity individualized lessons and assessments customized by classroom teachers for students based on data from diagnostics and predictive assessment results (grades 3-5), as well as classroom performance for struggling students (K-5) during Extended Day and during school day.</p> <p>Small group/individual support during school day and extended day based on standardized assessment data (predictives, state math assessments) and school performance data.</p> <p>Professional development addressing CCSS is offered by the CFN thus affecting student outcomes.</p> <p>Math Lead Teacher Team to develop math curriculum practices and strategies aligned to EveryDay Math Program supporting differentiated instruction in order to meet the needs of struggling, level 1 students as well as those students entitled to enrichment.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Classroom teachers and/or science teachers, during scheduled sessions, during school day, work individually or with small groups of students having difficulty with science concepts during independent science work. Lessons are based on classroom performance and analysis of state assessment information (grade 4).</p> <p>Science cluster teacher will share unit assessment analysis as well as NYS science assessment data analysis with classroom teachers in order to adjust instruction and to meet the needs of struggling students. (grade 3,4,5)</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Individualized and small group instruction based on student need during programmed Fridays utilizing Backward Mapping, Understanding By Design methodology by classroom teachers, and within scheduled time by RCCP and technology teachers; by classroom teacher and other support teachers. All teachers will use the data from previous state tests to plan and implement additional small group/individual lessons for struggling students.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Individual/group counseling during the school day and Extended Day for all students needing guidance in following rules, expressing themselves appropriately, getting along with peers and adults, and any issues that effect student's academic progress. Also, guidance counselor will provide support for students with family issues that may be interfering with students' academic, emotional or social progress.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Individual counseling during the school day with English or Spanish speaking students seen last year, since a relationship had been developed. Pyschologist will assist students needing guidance in following rules, expressing themselves appropriately and getting along with peers, and family issues that may interfere with student's academic, social or emotional progress.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Individual counseling during the school day with English or Spanish speaking students (and Spanish speaking parents) some of whom a relationship was established previous year; assist students needing guidance in following rules, expressing themselves appropriately and getting along with peers, and family issues that may interfere with student's academic, social or emotional progress.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> <input type="checkbox"/> Small group Open Airway Asthma Program, for students with 504s for asthma medicine during student recess for mandated 6 sessions per group by nurse. Also, any health issues that develop during the school year on an as need basis.  Physical Education teacher works with select group of students grades K-5 during Ext. Day with a nutrition and exercise 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **NYCLES 154** by the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; 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.

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

P.S. 22 is located in Flushing, Queens. It serves a student population of about 725 children that is largely immigrant and first generation. **Directed in the allocation of the allocation of Title III funding, 16-18% of that funding for 2010-11 is being allocated to basic 2009-10 Title III budget. Whether there are 40 nationalities or 200-400 to your students approved 2009-10 Title III program and English language budget. Noted only 25% of total plans will be reviewed this year for the District and ESIS approval.** Chinese, Spanish and Korean are the major languages spoken by our students, but we also have students who speak Pashtu, Urdu, Russian, other languages. We are a Title I school, since over 87% of our students will be from divisions of the 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 and 5, funding). The revised Title III program narrative is described in Section I 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) with the revised Title III budget described in Section II below. We have written and oral directions and instructions, cooperating with a partner and performing a 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative and budget are described in Section I and II below.

**Section I: Student and School Information**

Participating with each of the class using ESL strategies to help the ELLs better understand, follow directions and respond both orally and in writing. American Ballroom Theater's Dancing Classrooms, a research based program, creates a **Grade Level(s)** where that engages all of the intelligences. It can take a shy, introverted child and enable him/her to become confident and willing to try new possibilities. The program is taught in an upbeat and humorous fashion, where teaching artist, classroom teacher and ESL teacher and students are a united partnership and collaborate together. The academic progress of students participating in this program will

**Number of Students to be Served:**

**LEP 175**

**Non-EP 0**

2. Three certified ESL teachers and three certified general edteachers will instruct LEP students in grades 3-5 in academic language, test taking strategies for NYS ELA, NYS MATH, NYSESLAT, the "language" of the assessments in a collaborative Early Bird Program on **Number of Teachers 3** mornings, Jan. through April, from 7:15 am- 7:45 am. learning in the content areas prior to students' involvement in the school's instructional program. **Other Staff (Specify) Jennifer Meyer** offered 1 hour of professional development each week to collaboratively plan/prepare students for **School Building Instructional Program/Professional Development Overview** grade.

**Section II: Title III Part A LEP Program Narrative**

Participating with each of the class using ESL strategies to help the ELLs better understand, follow directions and respond both orally and in writing. American Ballroom Theater's Dancing Classrooms, a research based program, creates a **Grade Level(s)** where that engages all of the intelligences. It can take a shy, introverted child and enable him/her to become confident and willing to try new possibilities. The program is taught in an upbeat and humorous fashion, where teaching artist, classroom teacher and ESL teacher and students are a united partnership and collaborate together. The academic progress of students participating in this program will

learning in the content areas prior to students' involvement in the state assessments. Teachers will be offered 30 minutes of professional development each week to collaboratively plan/prepare students for strategies needed to be successful on the NYS ELA, NYSESLAT and NYS Math based on grade.

3. Imagine Learning, an interactive computer program, will be incorporated as part of the enrichment for the Beginning/Intermediate ELL student. They will participate during the school day, as well as during test preparation/test sophistication extended day program. B and I students in the 20 ESL classes, Kindergarten through Fifth grade, will be given access to Imagine Learning. This program will also allow staff to be able to assess students' strengths and weaknesses so that they can support students and tailor learning. This program offers pre-assessment reports to determine individual student needs in the area of conversational phrases, listening comprehension, vocabulary knowledge (basic and academic), phonemic awareness, letter/word recognition and reading comprehension. The curriculum includes instructional lessons corresponding to these subtests. Student use and progress is monitored for the teacher throughout the program, and therefore, the teacher can then make appropriate instructional decisions and program implementations, as well as adjust her plans for instruction for each individual. Use of the program last year indicated that those students using the program more than 10 hours made a significant progress in oral language and literacy development.

### **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.

1. Ballroom dancing professional development will be held for teachers in December attended by the classroom teachers and ESL teachers working with the students in the participating classes under the direction of the head of the program and the teaching artist. During this 45 minute workshop, participation requirements, students' needs and activities that students will be engaged in and expectations of both students and teachers participating will be reviewed. Professional development for this program will be on-going throughout each scheduled session, as well as a 45 minute period once a month. All professional development will take place during the school day.

2. The 6 Early Bird teachers will work together for a total of 6 hours to collaboratively plan out strategies needed for our 3rd, 4th and 5th grade ESL students who will be taking the NYS ELA, NYS Math and NYSESLAT for the first time, or ESL students who have demonstrated a need for further instruction in preparation for these assessments. These certified, licensed teachers will work collaboratively with experienced teachers to develop a cohesive plan for these students. They will work in pairs by grade (one ESL and one Gen. ED.) to plan content area and language lessons. Support will be available by the ESL liaison as well as ICI ESL Network Support Specialist and the lead ESL teacher, Adrienne Ricciardi. Topics will include aligning ESL strands with the TC Workshop model, parallel instruction in the push-in model, and implementation of best practices using ESL strategies and techniques. Various assessments will be discussed and interpreting data (including most recent NYSESLAT results) to drive instruction will be emphasized. Some P.D. topics teachers will participate in are: Assessing the Needs of our ELL Population (determining what needs to be taught, how and using what materials), Using Data to Drive Instruction (looking at ESL interim assessments, NYSESLAT results and running records), Assessing the Program and Student Progress.

3. T. Eyre, representative from Imagine Learning will work with classroom and ESL teachers so that there is an understanding of the program's operational parameters and capabilities to be held during the school day in two half day workshops. Through the online Imagine Learning website, teachers involved with Imagine Learning will have round the clock support for any questions concerning operation and capabilities of the program. Dianne Lobasso, our technology specialist, will be available to offer support to teachers whose children are using the program.

4. Young Audiences New York (American Footsteps-Foot and Fiddle Dance company) will be used to enrich ELLs' language development. This program, which will be presented both during school hours and in the evening in an effort to include ELLs' parents and guardians, traces the roots of traditional American folk arts by demonstrating their multicultural origins. Young Audienes will engage students of all language proficiencies and allow them to think creatively and imaginatively, while providing connections to academic standards and curriculum, including the Social Studies curriculum. This performance addresses ESL Standard #5 (Cross-cultural knowledge, sensitivity and understanding). It also addresses ELA Standard #2 (L,S,R,W, for literary response, enjoyment and expression through songs, plays and media productions). ELLs will have an opportunity to develop and use skills and strategies appropriate to their level of English proficiency to develop understanding of the diverse social, historica and cultural dimensions this performance represents (also ELA Standard#2). K-5 standards in the Common Core Learning Standards for ELA and Literacy, Speaking and Listening, also support this program. Students will "integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally". Teachers in the Early Bird ESL Program will collaboratively prepare their students for this program as well as provide follow-up activities afterwards.

**Section III. Title III Budget**

School: 022  
 BEDS Code: 342500010022

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$19,469.83	<input type="checkbox"/> Professional salaries, per session 14 ESL/Experienced teachers, 317 hours at \$49.89 equals \$15,815.13. Supervisor 70 hours at \$52.21 per hour equals \$3654.70.
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$14,916	<input type="checkbox"/> Ballroom Dancing for 6 ESL classes, grades 4 and 5.

		Young Audiences
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	\$13,650	<input type="checkbox"/> Imagine learning (interactive language enrichment computer program/assessments) 91 sites @\$150 each + 9 free = 100sites = \$13650.00
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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.

For written translation: parent coordinator transmits all translated notices to parents using the translation unit so that our written translated versions in languages are available in a timely fashion. Staff is encouraged to use phone translation services. During parent/teacher conferences translators are hired to assist teachers in communicating with parents. During emergency needs in-house staff are enlisted to assist with translations.

We have used the bilingual staff as well as parents to translate important messages onto Global Connect, our school phone service.

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.

**More than 1/3rd of our student population are ELL's and about 2/3 of our parents are non-English speakers. The use of both written translation or translation service (phone or translator) helps parents to better express their concerns and assists us in helping parents understand the academic/social needs relative to their children. When parents arrive to register their children, language preference is noted.**

### **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.

**Refer to Part A No. 1 above. In addition, notices are kept from previous year for a quick translation turn around. Parents complete language survey, parents have requested translations to be able to better communicate their issues.**

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.

Refer to Part A

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

Notices are posted at entrance in multiple languages to inform parents of availability of written and oral translations. Again, we're fortunate to have in-house staff speaking a variety of languages, specifically the three major languages represented in our community.

**2 college student social worker interns, speaking Chinese or Korean, assist in translations during face to face meetings or phone conferencing.**

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

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$407,291	\$22,218	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4290		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21450	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$42900	*	

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 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

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

To be Disseminated to Title I parents at a meeting held October 7, 2010.

P.S. 22 believes that without the participation and support of our parents, children will have difficulties meeting the levels of achievement that will allow students to meet promotional criteria set by the New York City Department of Education, New York State and Federal **No Child Left Behind** mandates and becoming successful adults.

The multicultural school population surrounding P.S. 22 attracts many new immigrants, many who have difficulties with the English Language. In order to entice and help our parents to be active participants in their students’ education we will do the following:

- Provide monthly calendars to inform parents of special events in the school and community in addition to the daily breakfast and lunch menu.
- Provide workshops in literacy and mathematics and other curriculum areas.
- Provide parenting workshops.
- Provide workshops on how to help with homework.
- Provide annual (September) informational meeting on School-wide programs and its benefits. (Sept. PTA meeting/meet the teacher)
- Provide workshops on State Assessments.
- Provide ESL workshops.
- Provide translations for meetings, PTA/P/T conferences, any meeting with a parent needing translation.
- Provide workshops based upon parent needs/interests (survey parents).
- Provide workshops on communicating with the school including:

p/t conferences – questions to ask  
information on the school report card

- Invite parents to participate in events, presentations, performances that are targeted on the multicultural nature of the community.
- Disseminate information about meetings and workshops via flyers translated into the three major languages (Spanish, Korean and Chinese), face-to-face discussions (translated), Global Connect and letters (translated), monthly calendar and (outdoor) sign board.
- Parent Coordinator will hold parent meetings and workshops and continuously call and connect with parents.
- Provide additional meetings (AIS monthly team meetings and individual parent/teacher conferences) for parents of our at-risk students so that they may be informed about their child's difficulties, strategies employed to help their child and if a child has not met promotional criteria, the additional support of summer programs as designed by NYCDOE.
- School Leadership Team will address parents' needs, concerns and participation in school and plan and tailor parent involvement activities.
- School Guidance Counselor will address parents' concerns about their children's socio/education.
- Provide monthly "coffee and conversation" sessions for parents with the principal.

Every effort will be made to hold workshops at convenient times for our parents. A survey will be taken of the parent population to determine the best time for meetings. In addition, comparison of attendance logs will be used to determine the optimum time to hold workshops.

Parents' needs and concerns about School-wide program will be addressed in this order: parent coordinator, assistant principal, principal. School-wide program will be on the agenda at PTA meetings.

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

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

**P.S. 22** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the

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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

#### Required School-Parent Compact Provisions School Responsibilities

*P.S. 22* will:

provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Curriculum Committees meet monthly to align standards with school practice. On-going professional development is offered to all staff to continue the learning process for educators. Differentiated instruction/product is planned based on students' abilities and interests.

hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 9, 2010 and March 15, 2011 from 12:20pm-2:50pm  
And from 5:30pm – 8:00 pm and as needed throughout the school year.

provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Progress report 3 times throughout the year. Report cards 3 times a year. Parent notice in their native language on individual student progress (moving up reading book level). Also, on-going conversations and notices to parents from all staff working with their child.

provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parent teacher conferences (see above). Before and after regular school sessions, during teacher preparation periods. Face to face parent notices, phone conversation (phone translation services used) and emails.

provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Meet the teacher (September), open school weeks (November and March), class trips, visitations encouraged on a daily basis. Reading and writing celebrations and UBD Fridays and Family Nights.

## Parent Responsibilities

We as parents will support our children's learning in the following ways:

*[Describe the ways in which parents will support their children's learning, such as: (-note items listed below are suggestions only, except for the items in blue which should be included )]:*

supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;

- monitoring attendance;

- talking with my child about his/her activities every day;

- scheduling daily homework time;

- providing an environment conducive for study;

- making sure that homework is completed;

- monitoring the amount of television my child watches;

volunteering in my child's classroom;

participating, as appropriate, in decisions relating to my child's education;

participating in school activities on a regular basis;

promoting positive use of my child's extracurricular time.

staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

reading together with my child every day;

providing my child with a library card;

communicating positive values and character traits, such as respect, hard work and responsibility;

respecting the cultural differences of others;

helping my child accept consequences for negative behavior;

being aware of and following the rules and regulations of the school and district;  
supporting the school's discipline policy;  
express high expectation and offer praise and encouragement for achievement.)

## **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.

ELA, Math and Social Studies described in-depth in Sections 4, 5, and 6. Science: To develop June goals and unit goals by grade, as well as goals for individual students with support from science teachers. Meetings will be scheduled by grade to align classroom teacher instruction that follows through on skills taught by science teachers. FOSS program followed in K-5.

2. Schoolwide reform strategies that:

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

Schedule: 90 minute literacy block. Extended math period. Word study program in all classes. Fridays dedicated to understanding by design (UBD) social studies. Classroom teachers plan and differentiate instruction based on each child's individual needs. Reading Recovery Program for one on one struggling first grade students, and small group of second grade students. Classroom teacher to provide one to one conferring and small group instruction based on data determining students' needs. Enrichment program offered to advanced level students in an after school program.

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.

Before and after school program to support students in grades 3-5 taking state tests, two days a week.

- o Help provide an enriched and accelerated curriculum.
  - Understanding by design-social studies curriculum incorporating reading, writing and math. An enrichment program offered two times a week for high level 3 and 4 students.
- o Meet the educational needs of historically underserved populations.

Provide one on one instruction, or small group instruction, during school day and extended day. Classroom teachers offering differentiated instruction. Academic Intervention Team meets monthly with teachers of struggling students to offer recommended support.

Extended Day offerings for accelerated students in a variety of extra curricular areas aligned with core curriculum.

- 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.  
At risk counseling by full-time school counselor, part-time school psychologist and social worker.

- o Are consistent with and are designed to implement State and local improvement, if any.  
N/A

3. Instruction by highly qualified staff.  
All staff are teaching in their license area.

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.

TC staff developers offering in house professional development in labsites and meetings. Principal's TC Group, Principal network meetings, TC calendar days, pd in CCS for literacy and Math, AP leadership group and network meetings, TC Study groups and Professional Book clubs, on-going professional development for all teachers in ARIS, use of technology, TC Pro, Science - FOSS.

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

Interviews with demonstration lessons, observations of substitute teachers, encouraging/acquiring student teachers in quality classrooms with observations by administration, having student teachers participate in professional development while in school setting, and the same with consistent substitute teachers.

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

Encouraging participation in family nights in Literacy, Math, Science, the Arts, Physical Ed., winter and Spring concerts; parent book club; Coffee and Conversations with the Principal; workshops for parents on understanding state tests, grade specific curriculum; visits to child's class, translation by staff or DOE phone translation services, parent notices in native language; DOE English classes housed in our building (AM and PM classes 3x/week), additional meetings (PTA, AM/PM based on interests/needs) as determined by LES results.

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.

Parent/child orientation, and visit to classrooms in June, parent visit with student first day in September for 1 hour, then 1 1/2 hrs. on 2nd day 1/2 day student only on 3rd day for student transition into full day school.

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.

A variety of teams formed /staff is encouraged to offer recommendations on assessments and instructional programs affecting student outcomes: Lead Teacher Lit Team, Writing/Grammar Team, Social Studies Team, Math Team, CCSS, ESL team. ; SLT, Faculty and grade meetings, AIS meetings, training for all teachers in ARIS, TC Pro, Predictives, Core Inquiry Team and Sub-Inquiry Teams.

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.

Monthly AIS meetings are held. Teachers are required to inform team of the interventions/support they have implemented, and any support staff intervention. Recommendations are then made and students are monitored on a monthly basis. Principal and AP read all IEPs before meeting is held with parent for recommendations. Reading Recovery for first grade students. Targeted Inquiry Team instruction. All students set goals with assistance from teachers. SETSS assigns annual goals for all special ed 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.

Incorporate health and fitness program into phys ed and science curriculum; prevention intervention programs: RCCP staff specialist working with staff, students and parents for solving conflicts and cooperation among all. adult education: DOE Adult ESL classes for parents/community members; parent book club PreK/Kindergarten parents: encourage parents to enroll appropriate aged student into school PreK program

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

### **Explanation/Background:**

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

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

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

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

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

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

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$484,871.00	True	GoalS 1,2,4,5:Lit Coach; 1&5:Guidance; 1&4:Rdng Recvry; 1&4:TC staff devel,calendar days, per diem; 1-5: AP & per ses before/after schL prog&Family Nt;; 2,3,5:science/tech; 5:par invol; 1,3,5 suppli
Title I, Part A	Federal	Yes			\$22,442.00	True	Goals 1&3:per diem PD; 5: parent invol

(ARRA)							
Title II	Federal	Yes			\$24,592.00	True	Goals 1-5: servicing newcomer ELLs in all goals above mandated service & parents of
Title III	Federal	Yes			est: \$43,700.00	True	Goals 1,3,4,5 as per Title III Plan - per session, supplies, literacy tech prog, par involv

<sup>1</sup>**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.

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

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

N/A

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

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and  
N/A

8. Coordinate and integrate Federal, State and local services and programs.  
N/A

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
0
2. Please describe the services you are planning to provide to the STH population.  Services for students in temporary housing will include counseling from school guidance counselor, psychologist and/or social worker. Other services including, but not limited to, school nurse and translation will be available for families in need. The parent coordinator and family worker will search and disseminate supportive and useful community, city, and state resources that families can avail themselves of. All staff will be informed about the needs of students in temporary housing through professional development. Teachers will be mandated to report to the administration struggles that these students may exhibit.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
0
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A
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.  
N/A



## **CEP RELATED ATTACHMENTS**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 022 Thomas Jefferson					
<b>District:</b>	25	<b>DBN:</b>	25Q022	<b>School</b>		342500010022

**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		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	45	69	69		96.3	96.1	96.5
Kindergarten	128	104	111				
Grade 1	108	135	108	<b>Student Stability - % of Enrollment:</b>			
Grade 2	112	110	127	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	119	106	117		91.7	90.9	87.9
Grade 4	123	135	119				
Grade 5	107	129	142	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		71.2	86.9	88.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	1
Grade 12	0	0	0				
Ungraded	0	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	742	790	794	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					34	40	58

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	12	0	Principal Suspensions	11	9	0
# in Collaborative Team Teaching (CTT) Classes	15	26	40	Superintendent Suspensions	0	0	0
Number all others	23	27	24				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	52	53	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	8	5
# receiving ESL services only	271	265	TBD	Number of Educational Paraprofessionals	2	2	4
# ELLs with IEPs	9	25	TBD				

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	98.1	98.1	100.0
				% more than 2 years teaching in this school	82.7	84.9	87.0
				% more than 5 years teaching anywhere	67.3	71.7	74.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	92.0	92.6
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	100.0	94.9	100.0
Black or African American	2.6	2.7	2.0				
Hispanic or Latino	28.7	27.1	29.0				
Asian or Native Hawaiian/Other Pacific	63.2	65.4	64.2				
White	5.3	4.3	4.3				
<b>Male</b>	52.4	51.5	51.5				
<b>Female</b>	47.6	48.5	48.5				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### 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:

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	61.3	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	7.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	36.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	7.3					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>CFN 207</b>	District <b>25</b>	School Number <b>022</b>	School Name <b>Thomas Jefferson</b>
Principal <b>Priscilla Milito</b>		Assistant Principal <b>Jennifer Meyer</b>	
Coach <b>Kathy Tesson</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Adrienne Ricciardi/ESL</b>		Guidance Counselor <b>Dan Levine</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Lilliana Coltelli</b>	
Related Service Provider <b>Lauren Daniel/Speech</b>		Other <b>type here</b>	
Network Leader <b>Peggy Miller</b>		Other <b>type here</b>	

### 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	<b>6</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>725</b>	Total Number of ELLs	<b>282</b>	ELLs as Share of Total Student Population (%)	<b>38.90%</b>
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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.

Paste response to questions 1-6 here

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>					1									1
<b>Push-In</b>	4	4	3	3	3	3								20
<b>Total</b>	4	4	3	3	4	3	0	0	0	0	0	0	0	21

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	282	Newcomers (ELLs receiving service 0-3 years)	255	Special Education	11
SIFE	5	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	4

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	255	5	8	23	0	2	4	0	1											282
Total	255	5	8	23	0	2	4	0	1											282

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

### 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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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:
Native American:	White (Non-Hispanic/Latino): Other:

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	20	16	14	10	5	9								74
Chinese	32	39	15	23	14	19								142
Russian			1											1
Bengali				1	1	1								3
Urdu		2	3	1										6
Arabic														0
Haitian														0
French														0
Korean	5	7	4	5	7	7								35
Punjabi		2	1		3	1								7
Polish														0
Albanian														0
Other	3	1		3	4	3								14
<b>TOTAL</b>	<b>60</b>	<b>67</b>	<b>38</b>	<b>43</b>	<b>34</b>	<b>40</b>	<b>0</b>	<b>282</b>						

## Part IV: ELL Programming

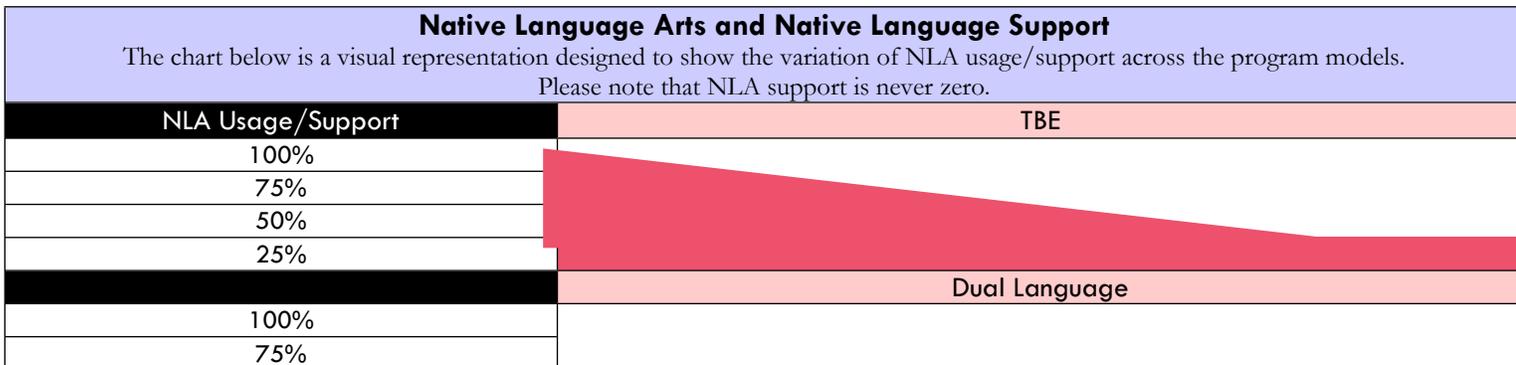
### A. Programming and Scheduling Information

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.

Paste response to questions 1-4 here

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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

### B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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.

Paste response to questions 1-3 here

### 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?

Paste response to questions 1-4 here

## 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)	36	21	2	8	5	8								80
Intermediate(I)	0	37	15	21	7	9								89
Advanced (A)	24	9	21	14	22	23								113
Total	60	67	38	43	34	40	0	0	0	0	0	0	0	282

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	1	4	1	7	2	5							
	I	0	15	4	5	5	8							
	A	0	23	23	12	18	8							
	P	0	23	37	21	10	27							
READING/WRITING	B	1	8	1	7	5	8							
	I	0	35	15	22	7	9							

	<b>A</b>	0	8	13	13	22	22							
	<b>P</b>	0	9	36	3	1	9							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	12	4	0	22
4	0	23	8	0	31
5	7	19	8	0	34
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	2	4	11	1	6	1	3	29
4	1	0	4	6	10	21	2	3	47
5	1	1	6	11	0	16	1	12	48
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	3	6	8	24	2	4	48
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	7	1	3	1	23	5	1	0	41
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		