



**FF CHRISTOPHER A. SANTORA SCHOOL - P.S. 222Q**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 30Q222**  
**ADDRESS: 86-15 37<sup>TH</sup> AVENUE, JACKSON HEIGHTS, NY 11378**  
**TELEPHONE: 718-429-2563**  
**FAX: 718-429-3484**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 30Q222 SCHOOL NAME: FF Christopher A. Santora School

SCHOOL ADDRESS: 86-15 37<sup>th</sup> Avenue, Jackson Heights, NY 11372

SCHOOL TELEPHONE: 718-429-2363 FAX: 718-429-3484

SCHOOL CONTACT PERSON: Yvonne Marrero EMAIL ADDRESS: [ymarrero@schools.nyc.gov](mailto:ymarrero@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Fionnuala O'Doherty and Patricia Santora

PRINCIPAL: Yvonne Marrero

UFT CHAPTER LEADER: Giuliana Miscella

PARENTS' ASSOCIATION PRESIDENT: Fionnuala O'Doherty

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

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 30 CHILDREN FIRST NETWORK (CFN): 410

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Dr. Philip A. Composto

## 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
<b>Yvonne Marrero</b>	*Principal or Designee	
Giuliana Miscella	*UFT Chapter Chairperson or Designee	
Fionnuala O’Doherty	*PA/PTA President or Designated Co-President	
Patricia Santora	Kindergarten Teacher	
Iris Manners	Guidance Counselor	
Renee Spence	Educational Assistant	
Karla Molina	Kindergarten Teacher	
Xylina Rodriguez	Special Education Teacher	
Maria Murillo	Parent	
Eduviges Acevedo	Parent	
Jennifer Echevarria	Parent	
Alexander Gelfand	Parent	
Tereza Hamdan	Parent	
Louise Mulvihill	Parent	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

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P.S 222 is located in the rich multi-ethnic community of Jackson Heights, Queens. We opened in 2002 to relieve overcrowding in the surrounding schools of District 30. Our official name is Firefighter Christopher A. Santora School named after a firefighter who died on September 11, 2001 who was active in our community.

Our focus is in Early Childhood with grades Pre-K to 2. We serve a culturally and linguistically diverse population of students. Among the multitude of services and educational programs we offer, we are proud of our Spanish Dual Language (DL) Program spanning Pre-K to Grade 2. The program follows the self-contained model whereby students are taught by a bilingual teacher with language of instruction alternating by day. In our DL Program, half of our students comprise of English proficient students and the other half comprise of English language learners. One day a week is devoted to learning through technology. Currently, our DL students are creating ABC Books in Kindergarten, and Word Walls in Grade 1. These projects resemble those assigned by the American School in London to students in the aforementioned grades. In addition, the projects coincide with the literacy units of study.

Another program we are proud to highlight is our School-wide Enrichment Model (SEM) Program. This program services all classes K-2, including our 12:1:1 self-contained Special Education class, and D75 children. In this fashion, all students have access to high-quality enrichment opportunities during the regular school day. SEM is held every Friday afternoon, with three cycles being offered throughout the school year. Each SEM Cluster has approximately 11-13 students in order to allow for breadth and depth of topic. Teacher professional development is offered by members of the Renzulli Institute in Connecticut.

Creating a culture of collaboration is paramount in our improvement efforts. To that end, we have established weekly professional development sessions. Additionally, we have supported individual staff member's need for differentiated professional development through offerings by the DOE Offices and Programs, Empowerment Network Support Organization, Queens ISC, or other. Tied to the idea of collaboration is the capacity of staff to reflect upon their teaching practices for students' academic growth. To that end, teachers have articulated long-term goals using the Professional Teaching Standards.

Among the many rituals and celebrations we conduct as a school community, these include:

- Commemorative Walk in Memory of FF Christopher A. Santora (September)
- Character Hat Day (October)
- Penny Harvest (October – June)
- Multicultural Assemblies (i.e. Hispanic Heritage Month, Chinese New Year, Black History Month; throughout the year)
- 100<sup>th</sup> Day of School Celebration (February)
- Earth Day Celebration (April)

- Special Olympics (May)
- Very Visual Arts Festival in collaboration with D75 (May)
- Librarian visit from local public library (December and May)
- Field trips (throughout the year)

P.S. 222 opened its doors eight years ago under the magnet theme of exploration. Students receive inquiry-based science instruction through FOSS Kits and following the NYS Scope and Sequence for Science.

Our Art Program offers music for all students K-2, and visual and theatre arts through partnerships with non-profit organizations. In addition, we offer violin and percussion classes for select students in Grades 1 and 2 to meet the learning styles and talents of our students. Through a partly-subsidized grant from Studio-in-a-School, a resident artist works with teachers Kindergarten through Grade 2. This grant allows our students to become critical thinkers and problem solvers as they engage in creative projects and through self-expression.

We are a Pre-K to 2 school dedicated to the idea of “inspiring greatness, one child at a time.”

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. Q222 - FF Christopher A. Santora School				
<b>District:</b>	30	<b>DBN #:</b>	30Q222	<b>School BEDS Code:</b>	343000010222

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	72	72	72				NR		
Kindergarten	92	89	94						
Grade 1	94	88	83	<b>Student Stability: % of Enrollment</b>					
Grade 2	84	74	90	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.3	93.3	94.2		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		74.9	85.5	83.7		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	57	33		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	342	329	342		7	6	7		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	8	8	6	Principal Suspensions	0	0	0		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0		
Number all others	16	17	18						

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	34	0	TBD	Early College HS Participants	0	0	0
# in Dual Lang. Programs	27	0	TBD				
# receiving ESL services only	48	109	TBD	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	14	TBD	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	23	25	28
				Number of Administrators and Other Professionals	7	7	3
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	5	3	5
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	0				
<b>Teacher Qualifications:</b>							
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0	0	0.3	Percent more than two years teaching in this school	82.6	68.0	67.9
Black or African American	1.2	0.0	0.3	Percent more than five years teaching anywhere	65.2	52.2	71.4
Hispanic or Latino	78.1	77.8	79.2				
Asian or Native Hawaiian/Other Pacific Isl.	9.9	13.4	11.7	Percent Masters Degree or higher	83.0	76.0	85.7
White	10.5	6.7	7.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.0	100.0	100.0
Multi-racial							
<b>Male</b>	52.6	51.7	53.2				
<b>Female</b>	47.4	48.3	46.8				

### 2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:		Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	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	-	-					
<b>Other Groups</b>							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	√	-					
<b>Student groups making AYP in each subject</b>	3	1					

#### **Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	A	Overall Evaluation:	P
Overall Score	41.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	8.1	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)	11.8	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)	15.6	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	6	Quality Statement 5: Monitor and Revise	UPF
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### Performance Trends in 2009-2019 to inform our School's Comprehensive Educational Plan for the 2010-2011 School Year

- Reading 3D End-Of-Year (EOY) Benchmark performance results indicate 72% of our students K-2 met benchmark, an increase of 4 percentage points from 68% at the BOY
- The ECAM (Early Childhood Assessment in Mathematics) Assessment was piloted in Kindergarten and Grade 1, with BOY and EOY assessments administered according to schedule. 85% of students in Grade 1 met NYS Standards in critical areas (counting, numeration, addition & subtraction); 70% of students in Kindergarten met NYS Standards in critical areas (counting, numeration, addition & subtraction). The lowest performing class was our Kindergarten ESL class with 40% of students met NYS Standards in critical areas (counting, numeration, addition & subtraction).
- English Language Learners (ELL) student performance on the Spring 2010 NYSESLAT (New York State English as a Second Language Achievement Test) reveal that 33% and 24% of students K-2 scored PROFICIENT on the L/S (Listening/Speaking) and R/W (Reading/Writing) sections, respectively; 48% and 25% of students K-2 scored ADVANCED on the L/S and R/W sections, respectively; 15% and 39% of students K-2 scored INTERMEDIATE on the L/S and R/W sections, respectively; and 4% and 12% of students K-2 scored BEGINNING on the L/S and R/W sections, respectively.

### Greatest accomplishments for the past couple of years

In regards to our formal reading assessment, our assessment of choice is the Reading 3D. Classroom teachers are able to assess students in Grades K-2 three times a year through a hand-held device. The Reading 3D is a combination of the DIBELS and the running records (TRC). In addition, this assessment has a progress monitoring component which allows teachers to plug in additional activities in between benchmarks to accelerate the learning for our most struggling learners.

For the past several years, we have partnered with AUSSIE to strengthen our literacy program. With focused professional development offered on a weekly basis to each of the grade teams K-2, teachers

have received support in planning and conducting guided reading sessions with small groups of students.

This year, we have partnered with TC (TC) in an effort to support teachers' content knowledge literacy, literacy development, specific components of the balanced literacy model, and more specific, the TCRWP framework. Teachers receive ongoing professional development throughout the year in the form of calendar days, labsites, grade meeting, joint planning, one-on-one coaching, and specialty groups.

The extended day has currently been redesigned to service the needs of our first and second grade students in writing in alignment to the new Common Core State Standards. We have chunked the year to address the skills set of students in narrative, informational, and persuasive writing.

In the area of mathematics, last year we piloted the ECAM (Early Childhood Assessment in Mathematics) Assessment which is aligned to NYS Standards in Kindergarten and Grade 1. This year we will be adding Grade 2 to ensure that math data is gathered and analyzed throughout the course of three year for every student under our charge.

The Weekly PD Prep, established in 2007, allows us to maintain a culture of collaboration and reflective practice. Throughout the past couple of years, this time has been used for teachers to analyze data, set goals, plan lessons, look at student work, and discuss best practices across all subject areas, with particular emphasis on literacy and mathematics.

Communication with parents is paramount for a strong home-school connection. Since 2007, teachers are responsible for crafting and sending out a *Monthly Newsletter to Parents* where they outline the key concepts and skills students in their classes will be learning for the upcoming month in literacy, mathematics, social studies and the like. In addition, they note other relevant information such as special events and/or assemblies, trips, etc. pertinent to their class. This document has been well-received by parents in their efforts to support their children at home.

In regards to our Academic Intervention Services (AIS), our program services at our at-risk students in kindergarten, and Grades 1 and 2 as identified by Reading 3D. We take a tiered approach to differentiation, with the classroom teacher providing the first level of support, to push-in, at-risk pull out, extended day, and after school.

Our After-School Programs service both at-risk students through Title I funds and English language learners (ELLs) through Title III funds in Grades 1 and 2. These programs use an array of math and literacy materials to supplement what the students are learning in school and address their needs.

In the area of technology, our school has been the proud recipient of multiple technology grants in excess of \$200,000 throughout the past couple of years. Most recently, we are awaiting the installation of SMART Boards in every classroom through a RESO A Grant from our Councilman.

Since 2007, we received a partly-subsidized grant from Studio-in-a-School to provide age-appropriate art activities targeted at students ages 4 and 5 emphasizing sensory exploration, experimentation and language building. The intent is to continue making visual arts an integral part of the curriculum after Studio's residency. Teachers at the Pre-K through Grade 1 levels have learned from the Studio Artist how to incorporate the visual arts into classroom studies, and how collage, painting, construction and clay can provide opportunities to develop emerging literacy, social, and basic learning skills. In turn, our youngest students have had the opportunity to develop sensory and fine motor skills when manipulating art materials, cognitive skills when presented with choices, and problem-solving and language skills when invited to talk about their art.

To enhance the music program, we offer percussion and violin classes to students in Grades 1 and 2.

In the 2009-2010 school year, we instituted the data center in an effort to have each classroom teacher maintain class and student data in the areas of reading, math, social studies and science, and to facilitate data analysis for differentiated instruction. This allows teacher teams to set group goals for the units they teach taking into account student performance, trends and other factors.

#### Significant Aids and Barriers

Our school is only 4 stories high with only one gigantic multipurpose room. We are very creative with our schedule in order to ensure our students receive the mandated periods of physical education on a weekly basis. The multipurpose room serves the following purposes, including but not limited to town hall meeting place, cafeteria, auditorium, gymnasium and assembly hall.

## 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.

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**Goal # 1: By June 2011, 100% of classroom teachers in grades K-2 will have implemented and use the results of the Early Childhood Assessment in Mathematics to develop differentiated class math goals, lessons, and activities, resulting in at least 88% of students meeting grade level proficiency, as evidenced by performance on the ECAM benchmarks**

**Goal # 2: By June 2011, 100% of students in grades K-2 will have used technology to enhance their literacy acquisition skills as well as acquire all necessary grade level computer skills according to the NYS Technology Standards**

**Goal # 3: By June 2011, 75% of parents will have attended at least one school activity**

**Goal #4: By June 2011, 100% of teachers in grades K-2 will have implemented the Progress Monitoring component of DIBELS and used the results to develop differentiated literacy goals, lessons and activities resulting in at least 75% of students meeting grade level proficiency, as evidenced by performance on the DIBELS benchmarks**

**Goal # 5: By June 2011, 75% of students will read with sufficient accuracy and fluency to support comprehension in reading in order for children in kindergarten to move by two reading levels, first grade by five reading levels, and second grade by three reading levels in Reading 3D**

**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 (where relevant):** Mathematics

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 100% of classroom teachers in grades K-2 will have implemented and use the results of the Early Childhood Assessment in Mathematics to develop differentiated class math goals, lessons, and activities, resulting in at least 88% of students meeting grade level proficiency, as evidenced by performance on the ECAM benchmarks</b></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>	<ul style="list-style-type: none"> <li>♦ <b>Have the Math Coach facilitate the effective implementation of the ECAM assessment program throughout the year</b></li> <li>♦ <b>Provide professional development on goal setting, flexible grouping, and instructional differentiation, in order to meet individual needs identified in the ECAM fall levels of performance</b></li> <li>♦ <b>Provide professional development on a range of instructional strategies, such as tiering, scaffolding, the use of varied texts, charts, and questioning techniques</b></li> <li>♦ <b>Use of periodic and ongoing assessment opportunities to monitor student progress in between benchmarks</b></li> <li>♦ <b>Schedule monthly meetings to analyze student work and data in order to set individual and group goals</b></li> <li>♦ <b>Math Coach to provide teachers with individual support in planning differentiated standards-based lessons and activities in order to increase student engagement and learning</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p><b>Math Coach (Title I &amp; FSF) Administration/support and implementation/follow-up (Title I)</b></p>

<p><i>described in this action plan.</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><b>In Grades 1-2, the following instruments of measure will be used to monitor students' interim progress in meeting grade level standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Everyday Math End-of-Unit and Mid-year Assessments</b></li> <li>• <b>Standards-based problem solving work to be evaluated on a monthly basis and included in math portfolios</b></li> <li>• <b>Ongoing teacher observations</b></li> <li>• <b>Student self-assessments</b></li> </ul> <p><b>In Kindergarten, the following instruments of measure will be used to monitor students' interim progress:</b></p> <ul style="list-style-type: none"> <li>• <b>The Additions &amp; Subtractions Strand of the ECAM Assessment</b></li> <li>• <b>Grade level tasks that reflect standards in each of the five domains</b></li> <li>• <b>Portfolios which include evaluated monthly standards-based problem solving work</b></li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 100% of students in grades K-2 will have used technology to enhance their literacy acquisition skills as well as acquire all necessary grade level computer skills according to the NYS Technology Standards</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>♦ Train all the students in kindergarten in the use of laptops and Earobics software for regular use</li> <li>♦ Introduce Kid Pix to students in kindergarten to produce a multimedia project by the end of the school year</li> <li>♦ Have all students in first grade continue to use Kix Pix and move to an advanced level with more involved details</li> <li>♦ Introduce Microsoft Office to all students in first grade and have them use word to create word documents with graphics</li> <li>♦ Have all students in second grade utilize 3 components in Microsoft Office</li> <li>♦ Have all students in second grade produce a Power Point presentation connected to the social studies curriculum</li> <li>♦ Have all students in second grade produce a word document aligned with the non-fiction units of study in literacy</li> <li>♦ Have all students in second grade create an excel graph in conjunction with the Everyday Math curriculum</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Technology Teacher (Tax Levy)</b> <b>SMART Boards (Reso A Grant)</b> <b>In-house Technology PD through Office of IT (Tax Levy)</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Every student in each of the classes will be assessed weekly based on their progress within the programs they are using. This will be measured by whether or not they are able to follow the steps outlined within each of the individual categories they are utilizing. The students in first and second grade will be given a written evaluation to assess their development on a monthly basis. The students in kindergarten will be assessed one on one to determine their level of proficiency. Students' individual needs</b></p>

	<p><b>will also be assessed based on their exposure to the use of the computer outside of school. Every student will exceed the state standards for competency in technology advancing their skills by one year.</b></p>
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**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 75% of parents will have attended at least one school activity</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>◆ Identify 6-8 evening for parent activities or workshops</li> <li>◆ Create a yearly calendar of aforementioned parent activities to be held in the evening and send home to parents to survey which ones each parent will attend</li> <li>◆ Target to get each parent to attend at least two parent activities or workshops by sending personalized invitations</li> <li>◆ Provide incentives for parents to attend parent activities or workshops</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Parent Coordinator (Tax Levy) Literacy and Math Coach (Title I, FSF, C4E)</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Attendance log under class and teacher for each event Follow-up correspondence starting in March 2010 to increase the number of parents In June 2010, the Parent Coordinator will present to the SLT the results of this initiative</b></p>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of teachers in grades K-2 will have implemented the Progress Monitoring component of DIBELS and used the results to develop differentiated literacy goals, lessons and activities resulting in at least 75% of students meeting grade level proficiency, as evidenced by performance on the DIBELS benchmarks</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>	<ul style="list-style-type: none"> <li>◆ Create an assessment calendar that includes a timeline for conducting progress monitoring component of DIBELS</li> <li>◆ Provide professional development on using DIBELS benchmark data and progress monitoring component to plan for and evaluate effectiveness of instruction</li> <li>◆ Use the Florida Center for Reading Research <a href="http://www.ffrr.com">www.ffrr.com</a>, and other internet sources, to identify and use research based practices in order to meet individual needs identified in the DIBELS data throughout the year</li> <li>◆ Schedule ongoing meetings to analyze DIBELS data in order to set individual and group goals</li> <li>◆ Literacy Coach and teacher leaders to provide grade colleagues with support in planning differentiated standards-based activities in order to increase student learning</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Literacy Coach (Title I &amp; FSF) Administration/support for implementation/follow-up (Title I)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By December 2010, Grade 1 and Grade 2 teachers will have implemented the progress monitoring component of DIBELS as well as conducted a running record on every student to ascertain student progress in between benchmark administrations. By March 2010, Kindergarten teachers will have implemented the progress monitoring component of DIBELS as well as conducted a running record on every student to ascertain student progress in between benchmark administrations. By May 2010, Grade 1 and Grade 2 teachers will have implemented the progress monitoring component all of DIBELS as well as conducted a running record on every</p>

	<b>student to ascertain student progress in between benchmark administrations.</b>
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**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 75% of students will read with sufficient accuracy and fluency to support comprehension in reading in order for children in kindergarten to move by two reading levels, first grade by five reading levels, and second grade by three reading levels in Reading 3D</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>	<ul style="list-style-type: none"> <li>♦ Have the Literacy Coach and the TC Staff Developer provide ongoing professional development on the balanced literacy model, specifically focusing on Read Aloud (via introduction of questions connected to Blooms Taxonomy, so that questioning leads to making connections, acquiring knowledge, and developing critical thinking skills) and Shared Reading components (via use of multiple reading materials in order to reinforce oral fluency and comprehension)</li> <li>♦ Provide professional development to align instructional practices in literacy to the new Common Core State Standards</li> <li>♦ Schedule grade planning for collaborative work, promoting the professional growth of adults in literacy development</li> <li>♦ Use the Reading 3D as a tool in order to group students</li> <li>♦ Implement Progress Monitoring component of DIBELS during the extended day via small group instruction, targeting the bottom third of students in each class.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Literacy Coach (Title I &amp; FSF) TC Staff Developer (Title I &amp; FSF)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By January 2011, grade 2 students will have moved at least one level, grade 1 students will have moved at least two reading levels and kindergarteners will have moved at least one reading level on the mid-year assessment of Reading 3D. By April 2011, grade 2 students will have moved at least one more reading level, grade 1 students will have moved two more reading levels and kindergarten will have moved one reading level based on progress monitoring from Reading 3D.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	30	30	N/A	N/A	0	1	0	0
2	30	30	N/A	N/A	1	1	0	0
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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><b>For students who are not meeting the standards, the early grade intervention push-in teacher is providing small group instruction during the literacy block utilizing the Fountas &amp; Pinnell Early Reading Intervention Program. The IEP teacher services students who are recommended for SETSS or at-risk AIS via a pull-out model utilizing the Wilson Double-Dose Foundations Programs, and through Guided Reading.</b></p> <p><b>For students who are not meeting the standards, we are providing additional instruction in literacy through our after-school program which meets twice a week. The materials used include the Comprehensive Reading Intervention Kit by Options which provides in-depth guided instruction and reading skill development that enhances vocabulary, comprehension, and writing skills. In addition, the “Best Practices in Reading Classroom Libraries” by Options brings students more practice with comprehension strategies to further build student proficient. The library includes both fiction and non-fiction books, for more guided and independent reading in the classroom or at home.</b></p>
<b>Mathematics:</b>	<p><b>A similar approach as above is implemented during math instruction with the early grade intervention push-in teacher and the IEP teacher.</b></p> <p><b>For students who are not meeting the standards, we are providing additional instruction in mathematics through our after-school program which meets twice a week. The materials used include the Number Pals Intervention Kit by Options which gives students a literacy-based review of math concepts with guided instruction and practice. In addition, the “Number Pals Classroom Libraries” by Options delivers a cross-curricular approach, linking math concepts with reading skills and strategies. The leveled readers use fun stories from different genres to develop vocabulary and comprehension, while introducing math skills.</b></p>
<b>Science:</b>	n/a
<b>Social Studies:</b>	n/a

<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Counseling for mandated students as per IEP, as well as counseling at-risk</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Counseling for mandated students as per IEP, as well as counseling at-risk</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>None</b>
<b>At-risk Health-related Services:</b>	<b>None</b>

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

*NCLB/SED requirement for all schools*

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

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P.S. 222Q opened on September 7, 2002. It was built to relieve the overcrowding in the Jackson Heights section of School District 30 of Region 4. The school is within the Jackson Heights Historic District. It has a fully equipped library and a multipurpose room. The students are housed in 13 general education classes (which includes 1 ESL self-contained class and 3 Dual Language classes) and 1 transitional bilingual special education class, for a total of 14 classes. There are 343 students including Pre-K in our school. 241 students (78%) receive free lunch and 43 students (14%) receive reduced-price lunch. As a community institution, P.S. 222 enjoys collaborative relationships with several community-based organizations. We see our school as a community where all members, students, staff and parents support each other. Our school is a community where learning, creativity and exploration are ongoing. The members of our community will be life-long learners, responsible, and active participants in our school and society.

### **School ELL Profile**

Our Team members for the LAP are: Yvonne Marrero (Principal), Maria Archodis (Literacy Coach), Rossana Awais (Math Coach), Wendi Wallach (Literacy/Technology Teacher), Ramona Perrin (ESL Teacher), Harriet Berson (AIS Teacher), and Zenaida Martinez (Parent Coordinator).

In regards to all staff members' certifications, there are a total of 3 certified ESL teachers, 5 certified common branch teachers with bilingual extension, 1 certified special education teacher with bilingual extension, and 2 certified common branch teachers without ESL/Bilingual certification. ELLs who are in classrooms with certified common branch teachers without ESL/Bilingual certification are serviced by certified ESL push-in teachers.

### **ELL Identification Process**

There are a total of 114 ELLs between general education and special education classes, comprising 42% of the student population. In kindergarten there are 28 Spanish speaking students, 1 Chinese speaking student, 3 Bengali speaking students, and 2 Polish speaking students. In first grade, there are 45 Spanish-speaking children, and 5 Bengali speaking students. In second grade, there are 27 Spanish speaking students, 2 Bengali speaking students, and 1 French speaking student.

At enrollment, trained staff meets with parents to make an initial determination of the child's home language through the Home Language Identification Survey (HLIS) which is translated in nine languages. An informal oral interview is also conducted in English and in the native language with the child to ascertain we gather the most accurate information. Once the staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered the LAB-R. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Afterwards we notify the parents of their child's eligibility for services and invite them in for an orientation to provide

them with information on the different ELL programs that are available in the school. The orientation includes a video and brochure in the parent's home language. At this meeting, we describe the programs that are available in our school, mainly the Dual Language Program and the Free-Standing ESL program. The process is finalized within 10 days of enrollment. As new children enroll in our school throughout the course of the year, the process gets repeated.

ELLs are retested to evaluate their English proficiency using the NYSESLAT. We notify parents of the NYSESLAT outcomes and program eligibility before the beginning of the next school year. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above that level are no longer entitled to ELL services and can enter monolingual classes. However, they are entitled to transitional ESL support for two years as well as test modifications for those two years as per CR Part 154. Parents of ELLs in dual language classes are recommended to remain in the program for the length of their stay at P.S. 222, with or without ELL eligibility.

Entitlement letters, which include the Parent Survey and Program Selection Form, are distributed to parents and follow-up is conducted by trained staff in charge in order to ensure records are properly maintained in the school. It's important to note that Parent Surveys and Program Selection Forms are reviewed in order to inform the types of ELL programs we offer in our school. As such, the trend in program choice for the past three years has been mainly the free-standing ESL for 2/3 of the parents and dual language for 1/3 of the parents. We will continue to review these forms to update planning of programs in the future. Below is more specific information in terms of the trends in parent choice for the past three years:

- ♦ 66% or 2/3 of kindergarten parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program
- ♦ 66% or 2/3 of first grade parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program
- ♦ 66% or 2/3 of second grade parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program

### **ELL Demographics**

P.S. 222Q implements a Dual Language program and free standing ESL program in accordance with CR Part 154 and Title III guidelines for all 110 ELLs, as well as in alignment with parent requests. In kindergarten, there is 1 Dual Language Spanish/English class. In first grade, there is 1 Dual Language Spanish/English class and 1 ESL self-contained class. In second grade, there is 1 Dual Language Spanish/English class. ELLs in general monolingual classes at the kindergarten and second grade levels are serviced by the ESL teacher in a push-in/pull-out model. We also have a bridge first/second grade transitional bilingual Spanish special education class. Students in the Dual Language classes are serviced by certified bilingual teachers. Students in the ESL classes are being serviced by appropriately certified teachers.

We have 114 ELLs in our school population, of which 6 are in TBE Special Education, 32 are in Dual Language, and 76 are in ESL. 110 ELLs have been in the system 0-3 years; 4 ELLs have been in the system 4-6 years. The number of ELLs in TBE by grade are as follows: 3 in first grade and 3 in second grade. The number of ELLs in Dual Language program by grade are 11 Spanish-speaking students in kindergarten, 15 Spanish-speaking students in first grade, and 5 Spanish-speaking and 1 French-speaking students in second grade. The number of ELLs in ESL by grade are 17 Spanish-speaking students, 1 Chinese-speaking, 3 Bengali-speaking and 2 Polish-speaking students in kindergarten; 27 Spanish-speaking students and 5 Bengali-speaking student in first grade, and 19 Spanish-speaking students and 2 Bengali-speaking students in second grade.

Of the 64 students that participate in Dual Language, 24 are fluent in both languages, 19 are Hispanic, 1 is Asian, and 6 are White. There are 2 students who comprise third language speakers.

The organizational models of our three types of programs for ELLs (TBE, DL, and FS ESL) are push-in/pull-out model and self-contained. In both the Dual Language and ESL program models, differentiated instruction and scaffolding strategies are used to ensure academic success. Scaffolding strategies make use of visuals and graphics during group activities where children learn cooperatively from each other. Students also reinforce their learning through hands-on activities. Teachers amplify the language by making summaries at the end of the lessons and presenting information using graphic organizers such as tables, charts, outlines and graphs. The workshop model of instruction is used in order to provide opportunities for utilizing specific second language methodologies, using language in authentic and meaningful activities. Students at the Beginner and Intermediate levels receive 360 minutes of ESL services. Students at the Advanced Level receive 180 minutes of ESL services and 180 minutes of ELA.

The DL program integrates ELLs with native English speakers so that all students develop second language skills while acquiring content area knowledge in both languages. Both groups serve as language models for each other, and through their interaction they experience growth in both languages. Students are expected to build academic skills in their native language and transfer these skills to the English language. It is important to note that our Dual Language program begins in Pre-K with one session (one of the two AM Session) devoted to learning in both English and Spanish. Students in the Dual Language program K-2 receive 50% of instruction in Spanish and 50% of instruction in English via the rollercoaster model; one day in Spanish and one day in English.

In as much as we are a Pre-K to 2 school, we do not have SIFE s (students with interrupted formal education). Newcomer ELLs who enter in kindergarten and first grade are afforded the same level of excellent education by our certified ESL teachers. Newcomer ELLs who enter in second grade receive extra support to catch up in reading, math, and English. Our extended ELLs 4-6 years are currently in our self-contained special education class and receive all services as per their IEPs.

In our DL program, language instruction is delivered on alternate days in the targeted language. In our ESL program, instruction is in English, and classroom libraries represent the languages of our students. Our push-in ESL teachers bring with them the ESL methodology and techniques into the mainstream classroom to enhance learning of our ELLs. Data analysis from the NYSESLAT Modality Report (RNMR) from ATS helps our teachers differentiate lessons based on the language modality sets of individual ELLs to strengthen areas in need of support. In as much as our 4-6 year ELLs are our Special Education ELLs, they receive specialized instruction as per their IEP along with differentiated instruction based on their modality set proficiency levels.

In regards to our intervention services, we have our Early Grade Class Size Reduction Teacher (EGCR) provide intervention services for kindergarten and first grade students, including ELLs. Guided reading lessons also target our ELLs K-2 who show a specific need in reading and writing skills as shown through RNMR data.

For ELLs reaching proficiency on the NYSESLAT, they receive transitional support from our ESL teachers through the after-school program with a certified ESL teacher. When needed, the ESL teacher will pull-out any former LEP who has tested out within two years, to give added language acquisition support.

ELLs participate in all programs offered to our students here at P.S. 222Q, including our School wide Enrichment Model (SEM), Dual Language, Extended Day, and After-School Programs. Our Title III program provides ELLs with supplemental instruction in an After School ESL program with service to ELLs in grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT.

The following instructional materials are used: Best Practices in Reading Intervention which teaches comprehension skills by pairing fiction with nonfiction; the Number Pals Intervention which provides literacy-review of math concepts with guided instruction; and Getting Ready for the NYSESLAT and Beyond which provides teachers with ongoing assessment activities to measure progress in attaining English language proficiency.

All personnel who work with ELLs are offered the opportunity to participate in workshops and professional development offered through the Department of Education Office of English Language Learners. Our network support team presents professional development and workshops focused on all teachers working with ELLs in enhancing language proficiency. Our partnership with AUSSIE allows teachers to further enhance their knowledge base and skill in working with ELLs in the area of literacy and English acquisition. The coaches at P.S. 222Q are instrumental in organizing and delivering weekly professional development connected to best practices in literacy, math, and technology instruction. Agendas and sign-in sheets document staff participation in keeping accurate records to ensure all staff meets the minimum of 7.5 hours of ELL training.

In order to help our ELLs transition from grade 2 to grade 3, we collaborate with our partner school P.S. 69Q to invite parents to an open house/orientation session and help the students prepare for the “big move” by conveying expectations and answering questions. They are also invited to explore in the school.

Parental involvement is assured through a monthly parent’s calendar that outlines parent programs, workshops and activities for the month, and important “Please Read” sidebars. We offer parent ESL classes in order to enhance the parents’ English language skills. In addition, partnerships with outside agencies and community-based organizations that provide workshops to our ELL parents include Cornell University (nutrition workshops and guidance in both English and Spanish), and HealthPlus (parenting workshops in both English and Spanish). Furthermore, our coaches provide workshops in literacy and math for our ELL parents. To evaluate the needs of the parents, we conduct a survey through our Parent Coordinator asking parents what they feel would help them understand our curriculum and their children’s academic progress in school.

### **Assessment Analysis**

Overall NYSESLAT proficiency results show us the following: in kindergarten, 17 students are beginners, 16 are advanced; in first grade, 9 students are beginners, 17 are intermediate, 9 are advanced; in second grade, 8 students are beginners, 8 students are intermediate, and 5 are advanced.

Through the NYSESLAT modality analysis, we find in listening/speaking: kindergarten: 30 beginners, 23 advanced; first grade: 1 beginner, 7 intermediates, 18 advanced, 5 proficient; second grade: 2 beginners, 9 intermediate, 8 advanced, 2 proficient.

In reading/writing: kindergarten: 30 beginners, 23 advanced; first grade: 7 beginners, 14 intermediates, 7 advanced, 3 proficient; second grade: 8 beginners, 7 intermediate, 5 advanced, 1 proficient.

To assess the early literacy skills of our ELLs, we use the Reading 3D which is a combination of DIBELS plus the running records. This helps inform our school's instructional plan by observing trends in student performance by class, grade, and student subgroups. Through the data patterns across proficiency levels and grades on the LAB-R and NYSESLAT, we find that in general speaking/listening skills are higher than reading/writing across grade levels. This tells us that differentiation is needed in order to target the reading/writing levels of our ELLs.

In our DL program, English Proficient students (EPs) are assessed through the Spanish version of the DIBELS, the IDEL. The proficiency level in the target language for our EPs is comparable to the proficiency level of our ELLs in English. We evaluate the success of our programs for ELLs through teacher observations, student portfolios, Reading 3D benchmark administrations three times a year, and NYSESLAT scores.

### **LAP Team Assurances**

See attached

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

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

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

revised Title III budget is described in Section III below.

- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) 1,2                      Number of Students to be Served: 30    LEP             Non-LEP

Number of Teachers 2                      Other Staff (Specify) \_\_\_\_\_

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

**Section II. Title III, Part A LEP Program Narrative**

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

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P.S. 222 Title III program provides English Language Learners (ELLs) with supplemental instruction in an After School ESL program which will service ELLs in grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Our school implements a Dual Language Program, a Transitional Bilingual Program in our Special Education (12:1:1) class, and a free standing ESL program.

The After School ESL classes will meet for a total of 55 sessions two days per week beginning October 2010 through May 2011 from 3:30 pm to 5:00 PM. The After School ESL classes will service ELLs in Grade 1 and Grade 2 on Tuesdays and Wednesdays. Group size will be maintained at 15 students per teacher. There will be a total of two classes for the After School ESL program servicing approximately 30 ELLs. There will be 2 teachers, one ESL certified teacher and one Bilingual certified teacher. The bilingual teacher will service students in the Dual Language Program and the Transitional Bilingual Program. The ESL teacher will service students from the free standing ESL program.

Our Title III teachers will come together for 1 hour approximately every two weeks for a total of 20 sessions to plan lessons for the After School Exploration Program. We will use the following materials: Best Practices in Reading Intervention which teaches comprehension skills by pairing fiction with nonfiction; the Number Pals Intervention which provides literacy-review of math concepts with guided instruction; and Getting Ready for

the NYSESLAT and Beyond which provides teachers with ongoing assessment activities to measure progress in attaining English language proficiency.

We offer parent ESL classes in order to enhance the parents' English language skills. This program will meet for a total of 27 sessions one day per week beginning October 2010 through May 2011 from 3:15 pm to 5:15 PM. All parents of ELLs are invited and registration is handled by the Parent Coordinator at no charge to the program budget. There will be one ESL certified teacher to conduct the parent ESL classes. We will use the following materials to facilitate the acquisition of the English language so that parents can acclimate better into the mainstream community: *Workplace Plus* which encompasses a scientifically based, peer-reviewed program based on studies of ESL pedagogy, as well as standards for adult ESL education developed at the national level

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

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Professional development will be coordinated by the Instructional Cabinet which includes the Principal, the Literacy Coach, and the Math Coach at no cost to the Title III Program. This component will provide teachers with scaffolding and differentiated instruction strategies for teaching ELLs. Sessions will be facilitated by the Principal and the Empowerment Network ESL Specialist. Professional development will take place in four 1-hour sessions after school, and teachers will be paid per session. Facilitators will provide staff development at no cost to the program.

Workshops will focus on:  
 Read Alouds for the English Language Learner – September, October 2010  
 Math and Literacy Connections – November 2010  
 Using Graphic Organizers – December 2010  
 Preparing for the NYSESLAT – February 2011

**Section III. Title III Budget**

School:     P.S. 222     BEDS Code:     30Q222    

<b>Allocation Amount:</b> \$15,000		
<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	(e.g., \$9,978)   \$399.12	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>  Professional Development: 2 teachers*2 sessions*2 hours*\$49.89

	<p>\$8,231.85</p> <p>\$1,995.60</p> <p><u>\$2,694.06</u></p> <p>\$13,320.63</p>	<p>hourly rate</p> <p>After School Exploration Program: 2 teachers*55 sessions*1.5 hours*\$49.89 hourly rate</p> <p>After School Exploration Program Planning: 2 teachers*20 sessions*1 hour*\$49.89 hourly rates</p> <p>After School ESL Classes for Parents: 1 teacher*27 sessions*2 hours*\$49.89 hourly rate</p>
<p><b>Purchased services</b></p> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	<p>(e.g., \$5,000)</p> <p>\$0.00</p>	<p><b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b></p>
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<p>(e.g., \$500)</p> <p>\$1,679.37</p>	<p><b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b></p> <p>NYSESLAT Preparation Materials - \$639.68</p> <p>Comprehensive reading &amp; writing kits - \$639.69</p> <p>Classroom libraries with math topics integrated</p> <p>ESL Practice Books for Parents – Workplace Plus Teacher’s Guide, Teacher Resource Binder, CD, Software Package</p> <p>Parent Practice Books; one for school one for home - \$400.00</p>
<p><b>Educational Software (Object Code 199)</b></p>	<p>(e.g., \$2,000)</p> <p>\$0.00</p>	<p><b>(Example: 2 Rosetta Stone language development software packages for after school program)</b></p>
<p><b>Travel</b></p>	<p>\$0.00</p>	
<p><b>Other</b></p>		
<p><b>TOTAL</b></p>	<p>\$15,000.00</p>	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

**An assessment of our oral interpretation needs was conducted by looking at the Home Language Survey Forms on file to determine the predominant languages in the school.**

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.

**A review of the survey indicated that 90% of translation requested was in the Spanish language. We found that 90% of parents' home language is Spanish.**

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

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

**All written translation will be going home in English and Spanish. Our school secretary, Janette Ortiz, who is bilingual (Spanish/English) will be translating all communications to parents, after school (per session). We will provide parents with translated communication not provided by the Department of Education such as: Flyers, notices, permission slips, consent forms, parent handbook and letters.**

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.

**Per session money was allocated for paraprofessionals to translate during PT conferences, PTA meetings, and individual conferences during the year if they are conducted during after school hours.**

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>.

**The school will provide parents who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate language (Spanish), and with instructions on how to obtain such services.**

**The school will provide in a conspicuous location, at or near the main school entrance, a sign in the covered language (Spanish) indicating the office where a copy of the written notification can be obtained.**

**The school's safety plan will contain procedures for ensuring the parents needing language assistance services are able to reach the school in time of any emergency.**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$164,103	\$6,589	\$170,692
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,641	\$66	\$1,707
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,205	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,410	*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## ***P.S. 222Q PARENTAL INVOLVEMENT POLICY***

We, the administrators, staff and teachers of **P.S. 222Q – the FF Christopher A. Santora School**, strongly believe that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child's first and most enduring teachers. We also acknowledge the decades of research showing that students' academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.

That having been said, P.S. 222Q is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. 222Q will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 222 commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance;
2. Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;
3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, Title IV and the No Child Left Behind legislation. This will include convening an annual meeting to:
  - a. Explain to parents the requirements of these laws in simple, direct and understandable terms;
  - b. Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation ;

- c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
- 4. Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;
- 5. Informing and providing the parents with any training and materials available for them to help them work with their children;
- 6. Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
- 7. Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible;
- 8. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

P.S. 222Q shall accomplish these goals through the following means:

- 1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
  - a. Monthly meetings of the general PTA membership;
  - b. Monthly meetings of the School Leadership Team;
  - c. Meetings of any standing PTA committees;
  - d. Meetings of any parental action committees as formed in accordance with PTA bylaws;
  - e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.
- 2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:
  - a. Regular attendance of parent-teacher conferences;
  - b. Reports to parents on their child's progress;
  - c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities.
- 3. By providing to the parents alternate means of communicating their concerns and suggestions, including but limited to:
  - a. A suggestion box;
  - b. A parking lot board at meetings;
  - c. An open door policy to the Parent Coordinator and Principal.

4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.

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

## ***P.S. 222Q SCHOOL-PARENT COMPACT***

***“It takes a village to raise a child.”***

African Proverb

We, the **administrators, teachers, staff and parents of P.S. 222Q**, fully recognizing our mutual interdependence and responsibility for supporting our students’ educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.

We, the **students of P.S. 222Q**, recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below.

***Hand in hand, we can work and learn together to build a better world.***

**As the Principal, I, Yvonne Marrero, will, on behalf of the school:**

- Show respect for each child and his/her family, each teacher and staff member;
- Provide quality leadership and guidance to the entire school community – the teachers, staff, parents, and students;
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community;
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;
- Provide my teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the students and one another;
- Encourage teachers to be innovative and creative in the delivery of instruction;
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between myself and the teachers/staff;

- Provide teachers and staff with meaningful opportunities for professional growth and enrichment;
- Celebrate individual student's, teacher's and staff member's success with the entire school community;
- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Give parents opportunities to participate in school governance;
- Convene an annual meeting to inform parents about Title I programs and their right to be involved;
- Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy;
- Provide parents with information about all programs;
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;
- Provide parents with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: parent-teacher conferences; student progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
- Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

Principal's Signature

Date

**As a Teacher, I, \_\_\_\_\_, will:** (Print Teacher's Name)

- Show respect for each child and his/her family
- Provide quality teaching and leadership;
- Believe that each student can learn;
- Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignments do not exceed time limits;
- Give each student corrective, constructive and encouraging feedback;
- Celebrate each student's success and encourage persistence when challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the student and his/her parents;
- Provide full and clear classroom expectations each child and his/her parents;
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards;
- Seek ways to involve parents in the school program and value their contribution.

Teacher's Signature

Date

**As a Student, I, \_\_\_\_\_, will:** (Print Student's Name)

- Show respect for my classmates, teachers, principals, school staff, parents and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;

- Observe the classroom and school rules set by my teacher, my principal and the Department of Education;
- Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school.

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***Student's Signature***

***Date***

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**A comprehensive needs assessment of the entire school based on information on the performance of children reveals the following:**

- a. **ELA – focus on read aloud with accountable talk and shared reading as key components of the balanced literacy block; emphasis on using data to inform unit planning in reading and writing; emphasis on using DIBELS data to develop goals for groups of students and to monitor progress**
  - b. **Math – focus on the ECAM assessment data to develop goals for groups of students**
  - c. **Social Studies – use the Backward Mapping Design to create curriculum maps in the content area of social studies that are aligned to the Common Core State Standards (CCSS)**
  - d. **Science – use the Backward Mapping Design to create curriculum maps in the content area of social studies that are aligned to the Common Core State Standards (CCSS)**
  - e. **Weekly PD – continuation of the weekly PD system for increased communication and collaboration among the staff, sharing of best practices ultimately resulting in increased student performance**
  - f. **Technology – create a curriculum map that incorporates literacy, technology and social student content knowledge and skills across all grade levels K-2**
  - g. **ESL – provide scaffolded instruction taking by articulating language objectives in lessons and unit plans**
  - h. **Intervention – use Reading 3D data to identify who the struggling learners are in order to provide intervention services through the push-in model**
  - i. **Data – maintain structures for conferring, data gathering and analysis, and goal setting**
2. Schoolwide reform strategies that:
    - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - o Help provide an enriched and accelerated curriculum.
      - o Meet the educational needs of historically underserved populations.
      - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

**Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement include:**

- **The current schedule: 15 periods of ELA (reading, writing, word works); 5 periods of math; 3 periods social studies; 3 periods of science; 1 period of technology; 1 period of music; 1-2 period(s) of physical education; 1 period of health education for all students K-2;**
- **Studio in a School partnership in grades K-2 to promote oral language by building on shared learning experiences**
- **Extended Day – 37 ½ minutes to target students 75% of first graders and 100% of all second graders in the subject area of writing**
- **After-School Program for students at-risk – in first and second grades, students who are below proficient and far below proficient in reading and math**
- **After-School Program for ELLs – in first and second grades, students who are below proficient and far below proficient in reading and math; additionally, students who are at the Beginning, Intermediate and Advanced levels of English proficiency**
- **Schoolwide Enrichment Model (SEM) – offered to all students K-2 via 8-week cycles scheduled throughout the year**

3. Instruction by highly qualified staff.

**100% of our staff is deemed highly qualified.**

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.

**High-quality and ongoing professional development will be provided to address the areas we’ve identified.**

- **Teachers College (TC) Partnership will focus on the implementation of effective teaching strategies in the area of reading and writing; monthly unit planning; calendar days to deepen understanding of specific components of the balanced literacy block and/or reading or writing genres; specialty groups for teacher leaders; and coach support**
- **Mentoring for new teachers with support documented on the Office of New Teacher Induction’s website**
- **Ongoing professional development on the balanced literacy model, specifically focusing on Read Aloud (via introduction of questions connected to Blooms Taxonomy so that questioning leads to making connections, acquiring knowledge, and developing critical thinking skills) and Shared Reading (via use of multiple materials in order to reinforce oral fluency and comprehension)**
- **Network-sponsored professional development on Math CCSS to support teachers’ understanding, use, and application of the standards focusing on the following mathematical practices: “construct viable arguments and critique the reasoning of others”; and “model with mathematics”**
- **Professional development of Backward Mapping Design for curriculum development in social studies and science aligned to CCSS**

- SEM training offered by Confratute
- SEM PD focused on unit planning in alignment to CCSS
- Inquiry Team meetings focused on developing writing skills of our students across the three types of writing: narrative, persuasive, and informational
- Faculty Conferences focused around articulating and documenting on ARIS best practices in the area of writing as part of our schoolwide focus
- Teacher Study Group focused on the book *Strategies That Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis
- Network-sponsored professional development on CCSS in Writing and Math

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

**Our process to attract high-quality highly qualified teachers includes an extensive interview and lesson demonstration.**

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

**Strategies to increase parental involvement include monthly workshops related to the content areas taught. We offer literacy and/or math-based workshops, and scheduled meetings that address parenting skills, children's social development, English as a Second Language (ESL) classes, technology classes, and Learning Leaders.**

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.

**In helping preschool children in the transition from early childhood programs, an open-house is usually scheduled in the spring. The first couple of days of school, parents spend the day in school with their children. Subsequent to that, the first two weeks of school parents are allowed to accompany their children to the classroom on arrival. The time is extended on special circumstances, if children are experiencing extreme difficulties with the transition. The guidance counselor and Pre-K social worker are on staff to assist all children experience success in 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.

**Teachers are encouraged to use the data provided by the Reading 3D, ongoing and end-of-unit math assessments, conferring notes in both reading and writing, guided reading groups, performance on social studies and science projects, and written student work in order to determine the progress being made by individual students.**

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.

**Presently, our intervention program is well-coordinated for this purpose. Data informs us on the students that require additional intervention. We currently have two staff members (1 full-time; 1 part-time) who meet with small groups of students to target their needs. In addition, during the course of the day, teachers re-teach concepts and content children are finding challenging in the classroom.**

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.

**All funding sources are combined to target the needs of our school.**

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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. –

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	√				√	15-16,19-20,24-25,35-37,43-46
Title I, Part A (ARRA)	Federal	√				√	43-46
Title II, Part A	Federal	√				√	43-46
Title III, Part A	Federal	√				√	27-34,43-46
Title IV	Federal			√			
IDEA	Federal	√				√	24-26
Tax Levy	Local	√				√	15-20,43-46

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

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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



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

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)

**There is only 1 student who is currently attending our school who is in temporary housing.**

2. Please describe the services you are planning to provide to the STH population.

**We provide parent and child with metro cards in order to travel from city shelter to school, and back.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. Q222 - Fire Fighter Christopher A. Santora Sc					
<b>District:</b>	30	<b>DBN:</b>	30Q222	<b>School</b>		343000010222

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	7	11	
	K	v	4	8	12	
	1	v	5	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	72	72	72				NR
Kindergarten	92	89	94				
Grade 1	94	88	83				
Grade 2	84	74	90				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		91.3	93.3	94.2
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		74.9	85.5	83.7
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	57	33
Ungraded	0	6	3				
Total	342	329	342	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	6	7

<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	8	8	6	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	16	17	18				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</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	34	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	27	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	48	109	TBD
# ELLs with IEPs	0	14	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers	23	25	28
Number of Administrators and Other Professionals	7	7	3
Number of Educational Paraprofessionals	5	3	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.6	68.0	67.9
				% more than 5 years teaching anywhere	65.2	52.0	71.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	76.0	85.7
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	88.0	100.0	100.0
Black or African American	1.2	0.0	0.3				
Hispanic or Latino	78.1	77.8	79.2				
Asian or Native Hawaiian/Other Pacific	9.9	13.4	11.7				
White	10.5	6.7	7.6				
<b>Male</b>	52.6	51.7	53.2				
<b>Female</b>	47.4	48.3	46.8				

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

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:		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					
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	v	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	-					
<b>Student groups making</b>	<b>3</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>					P
<b>Overall Score:</b>	41.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	11.8	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	15.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

<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 410</b>	District <b>30</b>	School Number <b>222</b>	School Name <b>P.S. 222Q</b>
Principal <b>Yvonne Marrero</b>		Assistant Principal <b>N/A</b>	
Coach <b>Maria Archodis, Literacy Coach</b>		Coach <b>Rossana Awais, Math Coach</b>	
Teacher/Subject Area <b>Ramona Perrin, ESL Teacher</b>		Guidance Counselor <b>N/A</b>	
Teacher/Subject Area <b>Wendi Wallach, Literacy/Tech</b>		Parent <b>N/A</b>	
Teacher/Subject Area <b>Harriet Berson, AIS</b>		Parent Coordinator <b>Zenaida Martinez</b>	
Related Service Provider <b>N/A</b>		Other <b>N/A</b>	
Network Leader <b>Altagracia Santana</b>		Other <b>N/A</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>3</b>	Number of Certified Bilingual Teachers	<b>5</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>2</b>

### C. School Demographics

Total Number of Students in School	<b>271</b>	Total Number of ELLs	<b>114</b>	ELLs as Share of Total Student Population (%)	<b>42.07%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

There are a total of 114 ELLs between general education and special education classes, comprising 42% of the student population. In kindergarten there are 28 Spanish speaking students, 1 Chinese speaking student, 3 Bengali speaking students, and 2 Polish speaking students. In first grade, there are 45 Spanish-speaking children, and 5 Bengali speaking students. In second grade, there are 27 Spanish speaking students, 2 Bengali speaking students, and 1 French speaking student.

At enrollment, trained staff meets with parents to make an initial determination of the child's home language through the Home Language Identification Survey (HLIS) which is translated in nine languages. An informal oral interview is also conducted in English and in the native language with the child to ascertain we gather the most accurate information. Once the staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered the LAB-R. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Afterwards we notify the parents of their child's eligibility for services and invite them in for an orientation to provide them with information on the different ELL programs that are available in the school. The orientation includes a video and brochure in the parent's home language. At this meeting, we describe the programs that are available in our school, mainly the Dual Language Program and the Free-Standing ESL program. The process is finalized within 10 days of enrollment. As new children enroll in our school throughout the course of the year, the process gets repeated.

ELLs are retested to evaluate their English proficiency using the NYSESLAT. We notify parents of the NYSESLAT outcomes and program eligibility before the beginning of the next school year. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above that level are no longer entitled to ELL services and can enter monolingual classes. However, they are entitled to transitional ESL support for two years as well as test modifications for those two years as per CR Part 154. Parents of ELLs in dual language classes are recommended to remain in the program for the length of their stay at P.S. 222, with or without ELL eligibility.

Entitlement letters, which include the Parent Survey and Program Selection Form, are distributed to parents and follow-up is conducted by trained staff in charge in order to ensure records are properly maintained in the school. It's important to note that Parent Surveys and Program Selection Forms are reviewed in order to inform the types of ELL programs we offer in our school. As such, the trend in program choice for the past three years has been mainly the free-standing ESL for 2/3 of the parents and dual language for 1/3 of the parents.

We will continue to review these forms to update planning of programs in the future. Below is more specific information in terms of the trends in parent choice for the past three years:

- 66% or 2/3 of kindergarten parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program
- 66% or 2/3 of first grade parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program
- 66% or 2/3 of second grade parents chose the ESL self-contained program as opposed to 33% who chose the Dual Language program

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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	
<b>TBE</b>	5	0	5	1	0	1				6
<b>Dual Language</b>	32	0	0	0	0	0				32
<b>ESL</b>	73	0	0	3	0	0				76
<b>Total</b>	110	0	5	4	0	1	0	0	0	114

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	3	3											6
Chinese	0	0	0											0
Russian	0	0	0											0
Bengali	0	0	0											0
Urdu	0	0	0											0
Arabic	0	0	0											0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian	0	0	0											0
French	0	0	0											0
Korean	0	0	0											0
Punjabi	0	0	0											0
Polish	0	0	0											0
Albanian	0	0	0											0
Yiddish	0	0	0											0
Other	0	0	0											0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>6</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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	11	10	15	5	5	10													31	25
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French					1														1	0
Other		3		2		2													0	7
<b>TOTAL</b>	<b>11</b>	<b>13</b>	<b>15</b>	<b>7</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>32</b>	<b>32</b>											

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		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>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 25      Number of third language speakers: 2

Ethnic breakdown of EPs (Number):  
 African-American:                      Asian: 1                                      Hispanic/Latino: 19  
 Native American:                      White (Non-Hispanic/Latino): 6                      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	17	27	19											63
Chinese	1	0	0											1
Russian	0	0	0											0
Bengali	3	5	2											10
Urdu	0	0	0											0
Arabic	0	0	0											0
Haitian	0	0	0											0
French	0	0	0											0
Korean	0	0	0											0
Punjabi	0	0	0											0
Polish	2	0	0											2
Albanian	0	0	0											0
Other	0	0	0											0
<b>TOTAL</b>	<b>23</b>	<b>32</b>	<b>21</b>	<b>0</b>	<b>76</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.

The organizational models of our three types of programs for ELLs (TBE, DL, and FS ESL) are push-in/pull-out model and self-contained. In both the Dual Language and ESL program models, differentiated instruction and scaffolding strategies are used to ensure academic success. Scaffolding strategies make use of visuals and graphics during group activities where children learn cooperatively from each other. Students also reinforce their learning through hands-on activities. Teachers amplify the language by making summaries at the end of the lessons and presenting information using graphic organizers such as tables, charts, outlines and graphs. The workshop model of instruction is used in order to provide opportunities for utilizing specific second language methodologies, using language in authentic and meaningful activities. Students at the Beginner and Intermediate levels receive 360 minutes of ESL services. Students at the Advanced Level receive 180 minutes of ESL services and 180 minutes of ELA.



## B. Programming and Scheduling Information--Continued

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

In regards to our intervention services, we have our Early Grade Class Size Reduction Teacher (EGCR) provide intervention services for kindergarten and first grade students, including ELLs. Guided reading lessons also target our ELLs K-2 who show a specific need in reading and writing skills as shown through RNMR data.

For ELLs reaching proficiency on the NYSESLAT, they receive transitional support from our ESL teachers through the after-school program with a certified ESL teacher. When needed, the ESL teacher will pull-out any former LEP who has tested out within two years, to give added language acquisition support.

ELLs participate in all programs offered to our students here at P.S. 222Q, including our School wide Enrichment Model (SEM), Dual Language, Extended Day, and After-School Programs. Our Title III program provides ELLs with supplemental instruction in an After School ESL program with service to ELLs in grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. The following instructional materials are used: Best Practices in Reading Intervention which teaches comprehension skills by pairing fiction with nonfiction; the Number Pals Intervention which provides literacy-review of math concepts with guided instruction; and Getting Ready for the NYSESLAT and Beyond which provides teachers with ongoing assessment activities to measure progress in attaining English language proficiency.

In our ESL program, instruction is in English, and classroom libraries represent the languages of our students. Our push-in ESL teachers bring with them the ESL methodology and techniques into the mainstream classroom to enhance learning of our ELLs. Data analysis from the NYSESLAT Modality Report (RNMR) from ATS helps our teachers differentiate lessons based on the language modality sets of individual ELLs to strengthen areas in need of support. In as much as our 4-6 year ELLs are our Special Education ELLs, they receive specialized instruction as per their IEP along with differentiated instruction based on their modality set proficiency levels.

## C. Schools with Dual Language Programs

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

In our DL program, language instruction is delivered on alternate days in the targeted language. EPs and ELLs are integrated during the course of the day. Content areas are taught in both English and Spanish on alternate days in keeping with the self-contained model of Dual Language. Literacy is taught simultaneously with concepts building on one another, independent of language of instruction.

#### 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.

All personnel who work with ELLs are offered the opportunity to participate in workshops and professional development offered through the Department of Education Office of English Language Learners. Our network support team presents professional development and workshops focused on all teachers working with ELLs in enhancing language proficiency. Our partnership with AUSSIE allows teachers to further enhance their knowledge base and skill in working with ELLs in the area of literacy and English acquisition. The coaches at P.S. 222Q are instrumental in organizing and delivering weekly professional development connected to best practices in literacy, math, and technology instruction. Agendas and sign-in sheets document staff participation in keeping accurate records to ensure all staff meets the minimum of 7.5 hours of ELL training.

In order to help our ELLs transition from grade 2 to grade 3, we collaborate with our partner school P.S. 69Q to invite parents to an open house/orientation session and help the students prepare for the "big move" by conveying expectations and answering questions. They are also invited to explore in the school.

#### 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?

Parental involvement is assured through a monthly parent's calendar that outlines parent programs, workshops and activities for the month, and important "Please Read" sidebars. We offer parent ESL classes in order to enhance the parents' English language skills. In addition, partnerships with outside agencies and community-based organizations that provide workshops to our ELL parents include Cornell University (nutrition workshops and guidance in both English and Spanish), and HealthPlus (parenting workshops in both English and Spanish). Furthermore, our coaches provide workshops in literacy and math for our ELL parents. To evaluate the needs of the parents, we conduct a survey through our Parent Coordinator asking parents what they feel would help them understand our curriculum and their children's academic progress in school.

## 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)	17	1	0											18
Intermediate(I)	0	0	0											0
Advanced (A)	16	0	0											16
Total	33	1	0	0	0	0	0	0	0	0	0	0	0	34

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	19	3	2										
	I	1	24	5										
	A	16	11	9										
	P	0	9	15										
READING/ WRITING	B	19	3	2										
	I	0	24	5										
	A	16	11	9										
	P	0	9	15										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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									0
4									0
5									0
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									0
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									0
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)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Overall NYSESLAT proficiency results show us the following: in kindergarten, 17 students are beginners, 16 are advanced; in first grade, 9 students are beginners, 17 are intermediate, 9 are advanced; in second grade, 8 students are beginners, 8 students are intermediate, and 5 are advanced.

Through the NYSESLAT modality analysis, we find in listening/speaking: kindergarten: 30 beginners, 23 advanced; first grade: 1 beginner, 7 intermediates, 18 advanced, 5 proficient; second grade: 2 beginners, 9 intermediate, 8 advanced, 2 proficient.

In reading/writing: kindergarten: 30 beginners, 23 advanced; first grade: 7 beginners, 14 intermediates, 7 advanced, 3 proficient; second grade: 8 beginners, 7 intermediate, 5 advanced, 1 proficient.

To assess the early literacy skills of our ELLs, we use the Reading 3D which is a combination of DIBELS plus the running records. This helps inform our school's instructional plan by observing trends in student performance by class, grade, and student subgroups. Through the data patterns across proficiency levels and grades on the LAB-R and NYSESLAT, we find that in general speaking/listening skills are higher than reading/writing across grade levels. This tells us that differentiation is needed in order to target the reading/writing levels of our ELLs.

In our DL program, English Proficient students (EPs) are assessed through the Spanish version of the DIBELS, the IDEL. The proficiency level in

#### 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		9/15/10
	Assistant Principal		
	Parent Coordinator		9/15/10
	ESL Teacher		9/15/10
	Parent		
	Teacher/Subject Area		9/15/10
	Teacher/Subject Area		9/15/10
	Coach		9/15/10
	Coach		9/15/10
	Guidance Counselor		
	Network Leader		
	Other		