



P.S. 022 GRANITEVILLE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 022 GRANITEVILLE
ADDRESS: 1860 FOREST AVENUE
TELEPHONE: 718-442-2219
FAX: 718-815-3104

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010022 **SCHOOL NAME:** P.S. 022 Graniteville

SCHOOL ADDRESS: 1860 FOREST AVENUE, STATEN ISLAND, NY, 10303

SCHOOL TELEPHONE: 718-442-2219 **FAX:** 718-815-3104

SCHOOL CONTACT PERSON: MELISSA LAMB DONATH **EMAIL ADDRESS** MDonath@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brian Landano

PRINCIPAL: MELISSA LAMB DONATH

UFT CHAPTER LEADER: Tonia Russo

PARENTS' ASSOCIATION PRESIDENT: Alexandria Lighty

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** CFN 609

NETWORK LEADER: Debra VanNostrand/Jose Ruiz

SUPERINTENDENT: Erminia Claudio

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
MELISSA LAMB DONATH	Principal	
Brian Landano	UFT Member	
Valerie Panzella	UFT Member	
Alexandria Lighty	PA/PTA President or Designated Co-President	
Jan Shperling	UFT Member	
Stephanie Watson	Parent	
Sabrina Sassano	UFT Member	
Tonia Perkins	UFT Member	
Laurie Rottenberg	UFT Member	
Sue Trimmer	UFT Member	
Freddie Posadas	Parent	
Erin Richards	Parent	
Carol Morano	Parent	
Bedrie Tale	Parent	
Nebal Abuhamdeh	Parent	

Markisha Brown	Parent	
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* 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.

PS 22 is a diverse, multicultural, collaborative school community serving over 1100 elementary school children in the Graniteville section of Staten Island. Each member of our community is dedicated to achieving high academic standards for all of our students. All children participate in a rigorous learning environment with high expectations. Through standards-driven instruction, a nurturing environment, the arts, and the development of civic, social, and technological skills, we are committed to creating a community of career and college ready learners.

Each class in kindergarten through fifth is organized in a Balanced Literacy Environment. The Workshop Model is utilized in Reading, Writing, and Math to enable children to self-direct based on their ability and learning modality. All children participate in a rigorous learning environment with high expectations.

PS 22 believes that each of our students has special gifts and talents. By using the Arts as our universal language, weaving its thread through the curriculum, each child will develop to his/her highest potential. Students and staff complete interest inventories at the beginning of the school year to help guide them into enrichment clusters. Through these enrichment clusters, students are encouraged to explore their interests, focusing and concentrating on their special talents. Through a project-based learning approach, it is anticipated that students will develop skill sets that will help them achieve in all content areas. This theory is supported by the many grants that we receive and the strong partnerships with the Salvatori Center, Carnegie Hall and the Staten Island YMCA.

Our strong arts program in music and art weaves its way through the literacy and math block and has become the universal language for our growing ELL and special education children. Currently, we have a Dual Language program for our Spanish speaking students on Kindergarten and First Grade. There are five Collaborative Team Teaching classes and 5 Self-Contained Classes for our Special Education students.

Our PS22 Chorus is comprised of 60-70 members from across the fifth grade. The chorus has been recognized internationally and has been prominently featured on national television, including ABC's Nightline and Good Morning America. The program has been lauded by NYC Mayor Bloomberg, Speaker of the House Nancy Pelosi, Senator Chuck Schumer, former US Congressman McMahon, and even the Secretary of Education, Arne Duncan. They had the honor of performing for the Obama family during the National Tree Lighting in 2009. The chorus has been instrumental in inspiring at-risk students to succeed in all other areas of curriculum.

The Y after-school program at PS 22 serves over four hundred students daily, a little over 1/4 of the school's population. This program provides a seamless day for the students in our after school program. We became the first accredited after-school program in New York City in the fall of 2001 and the largest accredited after-school program in the country. During the hours of 2:35-5:35 p.m.,

students have an opportunity to receive assistance with homework and participate in project based learning activities focused on arts and literacy.

PS 22 is an exciting place for students to learn. As you walk through our busy building, you can feel the enthusiasm and excitement for learning. Our staff recognizes that each child has a unique gift and is a constant source of celebration.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 022 Graniteville								
District:		31	DBN #:		31R022	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	36	36			92.8	93.4	TBD	
Kindergarten		184	174	178						
Grade 1		191	204	149	Student Stability - % of Enrollment:					
Grade 2		185	208	201	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		226	193	206			90.1	92.61	TBD	
Grade 4		202	228	200						
Grade 5		199	201	225	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			60.5	66.6	74.6	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			33	33	TBD	
Grade 12		0	0	0						
Ungraded		4	0	1	Recent Immigrants - Total Number:					
Total		1227	1244	1196	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							10	5	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		37	36	36	Principal Suspensions		78	49	TBD	
# in Collaborative Team Teaching (CTT) Classes		27	34	49	Superintendent Suspensions		5	16	TBD	
Number all others		83	108	105						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	8	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	145	136	106	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	6	35	Number of Teachers	85	87	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	18	TBD
				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	94.1	96.6	TBD
				% more than 2 years teaching in this school	74.1	78.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	57.6	65.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	92	TBD
American Indian or Alaska Native	1	0.8	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	99.2	TBD
Black or African American	24.4	24	23.1				
Hispanic or Latino	40.6	42.3	42.1				
Asian or Native Hawaiian/Other Pacific Isl.	11.6	11.1	11.7				
White	22.4	21.5	21.6				
Multi-racial							
Male	50	50.9	49.9				
Female	50	49.1	50.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial							
Students with Disabilities	Ysh	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	87.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12.8	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The work of our Inquiry Team over the last several years has played a significant role in helping us set SMART goals and priorities for the 2010-2011 school years. Using the data from our Progress Report, Learning Environment Survey, and State Report Card we have learned what our next steps should be in helping to increase student outcomes.

Benchmarks will be progressive throughout each grade in order to set clear and consistent expectations for each of our students. This will also allow for more consistency when setting learning targets for student goals. These benchmarks will be established based on the summary reports of our grade specific Inquiry work from last year. Additional assessments will be used to address specific skills where the need arises.

Kindergarten-Second Grade

We currently offer 7 classes on kindergarten and second grade and 8 classes on first grade. Grades 1 and 2 hosts a CTT class to support our special education students. As we have seen our ELL population increase, we found it necessary to support there academic needs through a dual language program. We have Spanish Dual Language classrooms on grades Kindergarten and first. The model we are using is the side by side model where one class is comprised of Spanish speaking students and the partner class is comprised of English speaking students. This program will set the foundation for students to become bilingual.

Our early grades have determined that decoding, fluency, reading comprehension, and writing are priorities for our younger grades. This has been determined through last years Inquiry Work as well as data from the beginning of the year assessments. Last year our early grades worked diligently to understand and have students reading on leveled books. This year as we have learned to match books to readers, we will now begin to work on specific strategies to support student learning. We found that these skills were being taught in isolation. Therefore, our work needs to focus on teaching the phonemic skills within the reading and writing workshops. Our kindergarten through second grade classes will immerse themselves in teaching reading and writing strategies that are aligned to the various needs of the students in their class. Staff will have the opportunity to work with a staff developer from Teachers College Reading/Writing Project on strategies to support their students in the classroom. This will be done through modeling as well as inter-class visitations and having support while looking at data and setting goals for their students. Working collaboratively and identifying best practices will support the overall goal of reading comprehension.

We found that these skills were being taught in isolation. Therefore, our work needs to focus on teaching the phonemic skills within the reading and writing workshops. This will directly relate to our school wide ELA goal which will focus on reading comprehension. Our kindergarten through second

grade classes will immerse themselves in teaching reading and writing strategies that are aligned to the various needs of the students in their class.

Struggling first and second grade students are provided with Reading Recovery and Leveled Literacy Intervention to support the work being done in the classrooms. We believe these programs to be critical in the strong foundation of early literacy for our struggling learners.

Using our Teacher College Reading Writing Assessments (TCWRP), our early grade teachers will expand the Inquiry Work. Grade Specific and cross grade teams will be formed to study and analyze data and trends on the grades and across and determine better alignment with the Common Core Standards.

Classroom teachers will be expected to focus in on specific groups of students on their grade who show deficits in reading as demonstrated by their TCRWP assessments and set learning targets and short term goals for their inquiry group. They will define learning targets and goals within our school wide focus of reading comprehension and begin to evaluate instructional practices for those skills. They will continue to design and implement change strategies that result in improvement for the target skills suggested.

The data from these assessments will support teachers in driving effective teacher practice. It will also help staff set accurate long and short term goals for our students. In addition, this assessment will strengthen the home/school connection by providing parents with information regarding their child's independent and structural reading levels and provide them with resources to support the work going on in the classroom.

They will define learning targets and goals within our school wide focus of reading comprehension and begin to evaluate instructional practices for those skills. They will continue to design and implement change strategies that result in improvement for the target skills suggested.

As we see how this program spirals throughout the grades the statements are supported by the increasing math scores in grades three through five. Our early grade teachers will continue to look at the progress indicators in Everyday Math to provide differentiation in the classroom that supports students' individual short and long term goals.

Third through Fifth Grade

This year 74% of our schools lowest third students have made at least 1 year progress in ELA. We also had 72% of our schools lowest third students make at least one year progress in Math. Although there has been a slight dip in this percentage from last year, we are continuing to work on specific target areas based on the trends from our Item Skills Analysis.

The following areas are identified areas that we will work on through staff development and inquiry work in teacher teams:

ELA- identifying main ideas using informational text

-Identify elements of character-plot and setting to understand authors purpose

-Make predictions, draw conclusions, and make inferences about events and characters.

-Collect and interpret data, facts, and ideas from unfamiliar texts

-Defining characteristics of different genres

-Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details

Math- Reading and interpreting bar graphs and pictographs

-Understand the place value structure of the base 10 number system

-Recognize and generate equivalent fractions

-Formulating conclusions and make predictions from graphs

-Select tools and units for the object being measured by using rulers and protractors

Create algebraic or geometric patterns using objects or visual drawings

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, teachers will have increased knowledge and skills centered around Common Core Standards to improve instruction through the use of data as evidenced by: attendance at professional development related to Common Core Standards and data use specific to their grade, as well as classroom teacher attendance at monthly meetings with the Senior Inquiry Team.	<input type="checkbox"/> During the 2010-2011 school years, we will engage each grade level team in professional development sessions aimed at improving teachers' skills on the relationship between Common Core standards, data and student learning outcomes.
<input type="checkbox"/> By June 2011, there will be a 15% increase of parent attendance at school functions. This will be evidenced by attendance sheets at school events including but not limited to: PTA meetings, SLT meetings, Parent Engagement Projects, and various parent workshops. It also will be evidenced in our Learning Environment Survey.	<input type="checkbox"/> During the 2010-2011 school years, we will continue to support and increase parent engagement to strengthen the home/school connection. We will continue to utilize email, backpacks, phone relays and text messages to improve the communication between home and school.
<input type="checkbox"/> By June 2011, 98% of all students will be assessed with TCRWP. This will be evidenced by the results of the TCRWP Pro data, student portfolios, and the establishment of Inquiry sub-groups.	<input type="checkbox"/> The 2010-2011 school year will begin the second year of using the TCRWP assessments. Using a uniform standard measurement, staff will be better able to assess students and utilize data to drive instruction.
<input type="checkbox"/> By June 2011, we will expand teacher participation in the Inquiry process by 5% and increase student sub-groups participation as evidenced and measured by: attendance at professional development, individualized student action plans, and data summary sheets.	<input type="checkbox"/> During the 2010-2011 school years, our Senior Inquiry Team consists of Academic Intervention Teachers. We will maintain inquiry teams on each grade which are facilitated by Senior Inquiry Team members. We will expand our Inquiry work to include more specific student sub-groups such as ELL's and Special Education.

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

All content areas

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, teachers will have increased knowledge and skills centered around Common Core Standards to improve instruction through the use of data as evidenced by: attendance at professional development related to Common Core Standards and data use specific to their grade, as well as classroom teacher attendance at monthly meetings with the Senior Inquiry Team.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Beginning September 2010 and continuing throughout the year, two Teachers College staff developers will support and enhance teaching practice around reading and writing as it pertains to the Common Standards.</p> <ul style="list-style-type: none"> *Utilize lab sites for teacher mentoring and best practice. *Select a Common Core Standards team for the building by September 2010. *Common Core Standards team will plan professional development and workshops on the Common Core Standards. <p>*Plan professional development that supports instructional practice in the classroom across all subject areas.</p> <p>*Allow each grade to have opportunities for common planning time that uses inquiry to drive instruction.</p> <p>*Formal and informal supervisory observations to identify successful strategies and support teachers to meet identified grade goals.</p>

	<p>*Family nights will be held every other month in collaboration with our after school Y program.</p> <p>*Parent volunteers will be recruited and utilized throughout the school year to formulate a principal panel which will assist in recruiting additional parents for school sponsored activities.</p> <p>*Distribute parent newsletter in collaboration with the PTA including a calendar of activities.</p> <p>*Utilize the telephone relay so the school community may be kept informed of information regarding the school.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Funding source: Title I School Wide Projects. These funds are used for parent involvement in PEP, parent workshops and parent contact.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/><input type="checkbox"/>Our Learning Environment Survey demonstrates that our parent engagement efforts have been beneficial for our families. We will continue to improve our participation rates by: attendance at community/PEP events as evidenced by attendance sheet. In addition, we host several educational workshops for families throughout the year that will assist parents in learning outcomes for the students.</p> <p>This year we will also work to increase the use of ARIS amongst our families. We will see a 5% increase in use as we make laptop carts available to them during the workshops.</p>

Subject Area
(where relevant) :

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By June 2011, 98% of all students will be assessed with TCRWP. This will be evidenced by the results of the TCRWP Pro data, student portfolios, and the establishment of Inquiry sub-groups.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • All students will be assessed, four times a year with the TCRWP • During common planning time, teachers will assess TCRWP data to identify trends and sub-groups • Identify successful strategies/best practices that will help support teachers to increase student outcomes and help drive classroom instruction • Establish a school-wide best practices book to provide teachers with opportunities to expand upon their strategies • Staff developers and administration will work with teachers to configure grouping to assist with differentiating instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The Teacher's College developers will be partially funded by a grant from the Staten Island Bank and Trust Foundation. (Pending approval) The remaining funds will come from Fair Student Funding. (Pending approval) Coverage for teachers to participate in professional development activities both in and out the the building will be funded through title I. professional development funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>To determine progress towards meeting this goal, we will use the four benchmarks from the TCRWP to determine trends and areas in need of improvement. Based on these outcomes, teachers will work together to establish and incorporate best practices based on the data. These strategies will be shared throughout the school to assist in classroom instruction, to enable students to achieve individual SMART goals and to formulate Inquiry groups.</p>

Subject Area
(where relevant) :

All Content Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, we will expand teacher participation in the Inquiry process by 5% and increase student sub-groups participation as evidenced and measured by: attendance at professional development, individualized student action plans, and data summary sheets.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Selection of Senior Inquiry members and assignments to grades made by administration. • Cross curricular teacher-inquiry professional development led by data specialist by October 2010. • Professional development regarding the use and implementation of ARIS communities on each grade to provide a common place for discussions on issues, concerns and ideas led by Inquiry Team. • Weekly Senior Inquiry Team meetings with administration to review data, identify trends, set benchmarks, and execute action plans for Inquiry groups. • Development of teacher teams to facilitate Inquiry groups within individual sub-groups led by classroom teachers. • Senior Inquiry team and teacher teams will meet monthly to establish SMART goals for identified groups. • Senior Inquiry team will plan professional development based on needs assessment of Inquiry teams. • The Senior Inquiry Team members will report findings and recommendations to SLT, staff conferences, and Network meetings as appropriate.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Tax levy and Title I money will be used to provide funding for the Data Specialist and Senior Inquiry Team. Additional grant monies will also be included to support our inquiry work. Staffing and training will take place during professional development days as well as during grade conferences.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> The senior Inquiry Team will meet weekly with Administration to report on progress of each teacher-team. The senior Inquiry Team will support each teacher-team with the inquiry work process by hosting monthly meetings and professional development on the inquiry process. The senior Inquiry Team will work with the teacher teams, through all three phases of the inquiry cycle. In May and June, teacher inquiry teams will report findings to the school wide</p>

population and determine trends and action plans for the following school year.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15		N/A	N/A	3	3	2	2
1	96	96	N/A	N/A	8	2	1	6
2	73	73	N/A	N/A	4	2	5	4
3	112	112	N/A	N/A	18	1	7	9
4	101	101	214	112	19	3	4	7
5	101	101	205	155	12	2	6	11
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <input type="checkbox"/> <u>Kindergarten:</u> Using January assessments, students not reaching grade standards will have AIS to support literacy. Along with this, the teacher will use the Leveled Literacy Intervention Model to address at-risk students. <u>First Grade:</u> We will have 2 Reading Recovery teachers to meet the needs of our at risk first graders. In addition, these teachers will work with small groups of students in Leveled Literacy Intervention. Extended day will also support at risk students. <u>Second Grade:</u> An Academic Intervention Push In teacher will support level 1 and 2 students with Leveled Literacy Intervention as well as extended day activities. <u>Third-Fifth Grade:</u> We will have AIS teachers on each grade to work with small groups of children. They will target specific skills as determined by assessment data. Extended day will also support students. <u>ELL/Special Ed:</u> Staff will use Achieve 3000 and Linda Mood Bell to support our ELL and Special Ed students to support academic growth.
Mathematics:	<input type="checkbox"/> <u>Kindergarten- Fifth Grade:</u> Academic Intervention Teachers will be available on all grades to support students to attain grade level work in math. In addition, students needing additional help with math will be able to attend extended day for additional support. Our enrichment clusters will support classroom teachers and students who demonstrate specific needs to aid in performance with math.
Science:	<input type="checkbox"/> In alignment with the NYC Standards in Science for all students in K-5, students will be cooperatively grouped and assessed on their accountable talk and instructional lessons. To meet the needs of our fourth grade students and to prepare them for the ESPET test, we have scheduled a double period of Science each week for each fourth grade class. We utilized the NYS Elementary Science Coach Testing Booklet to assist our students with comprehension and written skills.
Social Studies:	<input type="checkbox"/> In alignment with the NYS Standards in Social Studies for all students in K-5, students will be cooperatively grouped and assessed on their accountable talk and instructional lessons. We will have our Social Studies Specialist use theme-based lessons with a focus on document based questions, comprehension, and creative writing. This work will also be supported during Extended Time and our Gifted and Talented Enrichment Clusters.

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Working with children in both an individual and group setting, the guidance counselor helps students and families deal with the social/emotional issues contributing to students being labeled “at risk”. Referrals are made to outside mental health professionals, social service programs, community organizations and SBST when necessary. Behavior modification plans, anger management techniques and various coping mechanisms have been developed and implemented to support and guide students in crisis.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The school psychologist has a very valuable role in our building. The position offers crisis intervention to students in our building who have strong emotional needs that may interfere with learning. The school psychologist also assists school staff in planning interventions and offering assessments for at risk students in our building. Referrals to the school assessment team are made as appropriate.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Along with our school social worker, we have SI Mental Health. Through this agency we are able to offer counseling services to families who are at risk and require all parties to work together toward maximizing the potential of each students academic needs as well as developing coping mechanisms for families. Home visits are also offered to assist with parenting issues.
At-risk Health-related Services:	<input type="checkbox"/> Students who have health related needs are referred to our parent coordinator. Once an intake is taken, the parent coordinator will review health related options to the parent. Upon consultation with the school nurse. 504 services may be considered. Also, our kitchen staff works in collaboration with school and families to provide a nutrition workshop for children and families to address concerns of childhood obesity and the benefits of eating a healthy diet.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

2-5

Number of Students to be Served:

LEP 50

Non-LEP 15

Number of Teachers 3

Other Staff (Specify) N/A

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.

PS 22 will provide supplemental services to those students in our school who are new and are LEP children, and those students who have been in our ESL program, however, need more instruction above and beyond their mandated services. Our Title III program provides direct instruction to our ELLs and includes parental involvement and professional development.

We will provide an ELL After School Program two times a week from 3:15 – 5:15 pm. This after school program will be provided for those ELLs in grades 2-5. The students receiving this supplemental service will be all Eligible ELL's who will be taking the NYSESLAT in Spring 2011. The instruction will prepare them to think critically, to solve problems and to develop and enhance their vocabulary. It will also help ELL's to successfully integrate into the English language academic mainstream and help prepare them for the NYSESLAT as well as the New York State and City standardized tests. Two licensed ESL teachers will provide the instruction for the period of allotted time in our budget. In addition we will use NYSESLAT practice materials and other reading and math skills materials.

This program will start in February 2011 and run through May 2011.

Any remaining funds will be utilized to hire a Licensed ESL teacher for an F- Status position 2 days a week. The F-Status teacher will work from January 2011 thru April 2011. The ESL teacher will provide an enrichment service for Former ELL's who have tested out of ESL less than 2 years and are still in need of support services.

Professional Development Program

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

1. Our ESL teachers attend regular monthly ESL workshops and meetings as well as various conferences on ESL instruction. Some of the workshops are:

October 2010 - Academic Literacy for ELLs Aligned to the Common Core State Standards

November 2010 Scaffolding Instruction for ELLs: ESI Strategies for classroom Teachers

December 2010 Academic Literacy for ELLs Aligned to Common Core State Standards: Session #2 Reading and Writing Informational Text

January 2011 Academic Literacy for ELLs Aligned to Common Core State Standards: Session # 3, Looking at Students Work

February 2011 Meaningful Literacy Development for ELLs

March 2011 Academic Literacy for ELLs Aligned to Common Core State Standards Session #4 –Curriculum Mapping

April 2011 May 2011 Teachers College Professional Development

Section III. Title III Budget

–

School: PS 22

BEDS Code: 353100010022

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	10,260.00	<input type="checkbox"/> F-status for 22 days- 7,300.00 Supervisor- 26 X1.5 hours= 39 hours x 52.21= 2,040.00 Per Session- 26 sessions x 2 teachersx 104.00= 5,190.00
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	5,130.00	<input type="checkbox"/> Big Books English/Spanish Language Cards Library Books Chart paper Folders Pencils Paper
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	1,710.00	<input type="checkbox"/> Parent Engagement Activities/Workshops <input type="checkbox"/>
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

In order to support the families of our non English speaking students, we work diligently to ensure that school documents are translated in the home language of the students.

This is the data used to determine which families receive written translation and oral interpretation services. These services are provided by LIS, a DOE vendor, when we need to communicate orally to our families. This service provides translation services over the phone system to help staff better communicate with families.

Our parent coordinator works diligently to ensure this need is met.

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.

The major findings of our school's written translation and oral interpretation needs are as follows: The majority of translation is provided to our Spanish speaking families (229 students), followed by Arabic (38), Urdu (28), and Chinese (21).

All written correspondence and flyers are sent to LIS, a DOE vendor, for translation. They then are distributed to students.

During school events, such as PTA meetings, Parent Involvement Nights, and workshops, we will seek out translators to come to the events. Parents are asked through surveys and phone messages in native language if they wish to have an interpreter present. Our parent coordinator works diligently with vendors and community resources to ensure this need is met. Our parent coordinator continues to provide outreach to improve the home-school relations. The availability of our interpretation services in communicated to them and the school community through letters home and at monthly parent-teacher workshops.

These findings have been and continue to be shared with the school community through various venues which include but are not limited to: SLT meetings, PTA meetings, parent workshops, and written communication to parents.

Part B: Strategies and Activities

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

We will make use of the Translation and Interpretation Unit for services depending upon the demand.

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.

Each month our monthly calendar is distributed to families. Each event on the calendar has an invitation to attend. This memo which is translated, also asks families if they are in need of translation services. If they respond yes, then our Parent Coordinator works with LIS to ensure that the services are provide for the event.

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>.

When a parent visits our school and is in need of information, our parent coordinator places a call to the DOE center so the parent can speak to a translator.

During PTA meetings, PEP events and other school sponsored activities translators are invited to help address the varied language needs of our families. These needs are determined by flyers sent home for these events. We believe all these strategies have played a significant role in the increase of our parent involvement.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	692,344	32,340	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	7246		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	34617	*	
4. Enter the anticipated 10% set-aside for Professional Development:	69234	*	

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

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

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

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

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

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

□

I. General Expectations

P.S. 22 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school/parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon requires and, to the extend practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
 - * that parents play an integral role in assisting their child's learning;
 - * that parents are encouraged to be actively involved in their child's education at school;
 - * that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child' the carrying out of other activities, such as those described in section 1118 of the ESEA;

* the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 22 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Formation of a PTA
 - Formation of a Title I parent committee
 - Consultation with the School Leadership Team
 - Obtain input from parents through surveys in regards to workshops and family night events.
 - Invite parents to volunteer for the Schoolwide Enrichment Model

2. PS 22 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Formation of PTA
 - Formation of a Title I parent committee
 - Consultation with the School Leadership Team

3. PS 22 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Formation of PTA
 - Formation of a Title I parent committee
 - Consultation with the School Leadership Team

4. PS 22 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Parent Engagement Program by: family nights and workshops and resources for parents to work with their children.

5. PS 22 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited

English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. PS 22 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

Workshops will be provided to parents to increase their understanding of the NYS content standards, student academic standards, and the various assessments utilized throughout the academic year. These workshops will be held during our Parent Engagement Program as well as independent literacy, math, and Standardized Tests workshops.

Materials and training will be provided to parents at the above noted workshops to assist them in helping further develop their child's academic success.

Parents will be an essential component towards enhancing the school-home connection and improving communication efforts by participating on the School Leadership Team, PTA, Parent Engagement Program, and sharing with staff their ideas of how the school members can be more effective communicators and equal partners with parents.

Our Parent Coordinator schedules literacy events for parents to participate in aimed at assisting them in their child's education.

These workshops have translators as needed for our ELL parents.

PS 22 works diligently to ensure that all information and material that is sent to parents is translated in native languages to ensure that our vision and mission is communicated effectively.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title I Parent Meeting. This policy was adopted by PS 22 on 11/30/2008 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 15, 2010.

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

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on

the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

P.S. 22 and the parents of the students participating in activities, services, and programs funded by Title 1, Part A for No Child Left Behind Act of 2001 (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the school year 2010-2011.

School Responsibilities

P.S. 22 will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: staffing with highly qualified teachers, Balanced Literacy and Everyday Math Curriculum, Academic Intervention Services for each grade, Reading Recovery, Leveled Literacy Intervention, and School Wide Enrichment Model.

Specifically, those conferences will be held in the afternoon and evening.

Specifically, the school will provide reports as follows: interim assessments, parent meetings, letters home, and PTA newsletters and meetings.

Specifically, staff will be available for consultation with parents as follows: All parents/teacher conferences, appointments as necessary between parents and staff.

School Enrichment model provides for parent involvement, and other grants that enable parent participation. Parents will also have opportunities throughout the year to volunteer and participate in family nights as well as attend class trips.

The school will convene the meeting at a convenient time to parents, and will offer parents of participating students an opportunity to discuss effective ways to use Title 1 funds. and will encourage them to attend.

The school will respond to any such suggestions as soon as practicably possible.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement the State's high standards. Specifically, we will:

Signatures

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	
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.

Please refer to our needs assessment found in Section IV.

2. Schoolwide reform strategies that:

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

□

In 2004, we became a School Wide Projects Title I school. Given our large population of over 1100 students, we felt that we would be better able to serve all of our students in specific ways to help in closing the achievement gap with this status. To help our students in all sub-groups and performing at all academic levels we staffed each grade with Academic Intervention Teachers as well as specific programs to improve instruction for our at risk students.

In addition, we have adopted the Renzulli Schoolwide Enrichment Program in grades K-5. Our students complete interest inventories at the beginning of the school year to determine where their interest lies. Staff then form enrichment clusters using a project-based learning approach. Lessons are aligned to the state standards and are aimed at building confidence and capacity amongst our students.

In conjunction with providing academic support to our learners, we have two guidance counselors who are available to work with our at-risk students. We believe this a critical component to our student's academic success. They not only provide social/emotional support, they offer instructional strategies when necessary and parent involvement to support the student in the classroom.

Professional development and coaching is an integral part of the academic success of our school. We have two staff developers who work with our staff to support reading/writing in our classrooms. Through differentiated instruction for our staff and students we have designed a professional development program that targets skills to assist in improving student learning outcomes.

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.

□

Although the intensity of the services varies, based on the individual needs of students, all third through fifth grade students performing in levels 1 and 2 and early childhood students deemed to be at-risk, including students in special education and ELL, will receive appropriately targeted services.

Teachers and students use an interactive model to address areas of weakness. All students participating are grouped based on assessed needs for additional instruction to improve academic competencies.

Staff will also meet in teacher teams one time a week to support looking at student work and restructuring curriculum maps to align with Common Core Standards.

The school's Student Assessment Team with representation by administration, staff, psychologist and social worker tailor pupil personnel services and policies to meet the needs of the educational community. The Parent Coordinator focuses on promoting parent involvement

- o Help provide an enriched and accelerated curriculum.

□

Using data from Teachers College Reading and Writing Assessment, classroom teachers will differentiate instruction for students based on levels. Guided Reading groups and flexible groups in Math will target high level 3 and 4 students to ensure that they are being supported at their level. Students will be able to be departmentalized as necessary for subjects that they are excelling in.

In addition, our project based learning approach through our Gifted and Talented Program will support the work of our Level 3 and 4 students through high interest areas and be relevant to the task they are working on.

- o Meet the educational needs of historically underserved populations.

- Using data to drive instruction, staff will closely examine what level these students are at. They will use these students as part of the action research of the Inquiry Team. We will define action plans for these students to include student performance data, benchmarks, student work, and any additional information needed to support strong student outcomes. By working with each student individually, we will better be able to target student needs and learning outcomes to improve student achievement.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Students are assessed four times a year. Based on data, staff look to support students in various ways to increase student outcomes. Students that are considered at risk or not meeting grade level standards are discussed at our monthly pupil personnel meetings and Least Restrictive Environment Meetings. It is during these meetings where strategies and action plans are developed to support the student. These strategies are then communicated to classroom teachers and support staff to build into the students goals and outcomes. These services may include: AIS, Extended Day, Counseling, specific technology programs (Achieve 3000, Headsprout, etc). They also may have enrichment and social/emotional support through our cluster based enrichment programs.

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

-

3. Instruction by highly qualified staff.

All teachers on staff are certified or moving toward certification. PS 22 works closely with our Human Resource Partner to ensure that all of our staff are highly qualified. Professional development is an important component to the learning that takes place at PS 22. Opportunities for professional growth are provided monthly for staff to participate in.

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.

Professional development is ongoing for all staff. There is a teacher professional development room where workshops are held. Based on our needs assessment and input from teaching staff, our administration and coaches tailor professional development to the needs of our staff.

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

We will make use of Department of Education teacher recruitment tools. We also have ongoing collaboration with St. John's University and Wagner College. In addition, we use our Virtual Y after school program as a resource to recruit college education students looking to further their careers.

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

In 2006, we launched our Parent Engagement Program. This program was designed to increase parent participation in school activities and events. We wanted to increase opportunities for parents to participate in school events so we planned a night that would allow them to have child-care, meals, and workshops. The event was well received. Last year, we hosted 4 events. Parents were given a survey to determine which workshops they would like to have to assist them with their child's education. Based on survey responses, we held workshops that were most meaningful to them. Our Parent Engagement Project was identified as a Best Practice for the NYC Department of Education.

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.

Yearly Orientation meeting for Pre-K and Kindergarten parents.

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.

There will be ongoing articulation among teachers and support personnel.

Review of overall assessment with Pupil Support Team to determine strategies to improve instruction.

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.

There will be academic intervention on all grades. There will also be monthly articulation with teachers and support personnel to note progress and fine tune strategies. There will be Pupil Support Meetings held on a monthly basis.

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.

N/A

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			581,569.00	True	1-4
Title I, Part A (ARRA)	Federal	Yes			32,017.00	True	1-4
Title II	Federal	Yes			429,865.00	True	1-4
C4E	State	Yes			133,209.00	True	1-4
Tax Levy	Local	Yes			4,543,825	True	1-4

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Based on the most recent ATS report dated on 10/29/10 and teacher interviews, we have seven students identified for the 2010-2011 school year in Students in Temporary Housing.

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

They will be targeted as an Inquiry group to also provide additional services as necessary based on action research. They also will be included in our At-Risk counseling with our Guidance Counselor. Students will participate in our Gifted and Enrichment Program and any other special events that promote self-esteem.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_31R022_020411-132746.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 6	District 31	School Number 022	School Name The Graniteville
Principal Mrs. Melissa Donath		Assistant Principal Ms. Maria Simpson	
Coach N/A		Coach N/A	
Teacher/Subject Area Griselda DVicente/ESL		Guidance Counselor Ms. D. Santamaria	
Teacher/Subject Area Christine Passarelli/ESL		Parent Alexandra Lighty	
Teacher/Subject Area Mrs. M. Auslander/Bilingual		Parent Coordinator Mrs. Kim Bonaventura	
Related Service Provider type here		Other type here	
Network Leader Deborah Van Nostrand		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1137	Total Number of ELLs	90	ELLs as Share of Total Student Population (%)	7.92%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

All of our parents of our newly admitted students are required to complete a Home Language Survey. This survey identifies the students who may have limited English language proficiency. A licensed pedagogue is present when an interview with the parent or guardian is needed to verify the language spoken at home. Certified teachers conduct these interviews and translation service is provided. Once the English Language Learners are identified, they are administered the LAB-R exam within ten days of enrollment by the certified ESL teachers as per CR Part 154. The LAB-R results determine whether students are entitled to bilingual or ESL programs and services. Students who speak Spanish at home and score at or below the proficiency level on the LAB-R are administered the Spanish LAB to determine language dominance. The NYSESLAT is a test that measures English Language Arts proficiency levels (B, I, A) of English Language Learners and is administered each spring. This test determines whether or not the student continues to qualify for ESL services.

Within ten days of enrollment, the ESL teachers, along with the parent coordinators and administration, hold an ELL Parent Orientation. This Orientation provides information to the parents so they could choose a program for their child. We hold this orientation during the week, in the morning, in our school cafeteria. We provide both oral and written translations for those parents who require it. We show a Dept. of Ed. DVD describing all language programs and we distribute various brochures in various languages. At times, we make use of the services offered by the Translation and Interpretation Unit. At the orientation we answer questions from the parents and ask them to complete a Parent Survey form along with a Parent Selection form. This process is on-going during the school year including one-on-one meetings, phone conversations, district presentations, and the distribution of informational packets.

If parents did not attend this orientation we send entitlement forms home with the students for the parents to complete and return the next day. The parents are given the forms in their native language. The licensed ESL teachers ensure that these forms are returned and signed by each family. Those forms are kept on file in a binder in the ESL classroom.

After reviewing the Parent Surveys and Selection forms for the past few years, we have found that the trend in program choice is the Freestanding English as a Second Language, which allows the child to remain in a regular education setting, but receives a mandated allotment for ESL instruction as dictated by the NYSCR Part 154. In the event that parents ask for a Bilingual Program we direct them to a local school that can accommodate their needs. If we have fifteen or more students that are proficient in one language on two consecutive grades entering our school, we are able to form a Transitoanl Bilingual Education class.

The identified ELLs are placed in either an ESL push –in or pull-out program. If the parents prefer, and if available, their child may be placed in a bilingual program at another school. We use the parent information from their completed forms and from their responses at the orientation, making sure that they play an active role in the ELL program planning and design. The parent coordinator uses the parent surveys to ensure there is communication between the school and the parents.

This year we noticed that of the twenty parents invited to the orientation, thirteen parents opted for ESL programs and seven parents opted for the Dual Language Program in Kindergarten and first grade. We offer parent orientations throughout the year as new students continue to arrive and require additional support from our school.

For the most part, the program models offered at our school are aligned with parent requests. Sometimes, the parents do not attend the orientations and therefore, do not receive all the pertinent information that is necessary to make a decision. We are planning to invite our ELL parents to PTA meetings and other parent engagements throughout the school year and during the summer, making sure that there are sufficient translators present to communicate successfully. Our ELL parents are invited to all our Curriculum conferences and we make sure that we have translators in place for our Parent-Teacher Conferences twice a year.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	1	2												3
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	3	4	2	2	2	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0						0
Dual Language	15		0	0		0				15
ESL	57		14	15		11	3		3	75

Total	72	0	14	15	0	11	3	0	3	90
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	8	4	7	18															15	22
Chinese		2																	0	2
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other		9		12															0	21
TOTAL	8	15	7	30	0	15	45													

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>19</u>	Number of third language speakers: <u>3</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>5</u>	Asian: <u>2</u>
Hispanic/Latino: <u>28</u>	Other: <u>2</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>6</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	10	13	11	10	5								69
Chinese		1	1	2										4
Russian														0
Bengali			1											1
Urdu		1	1		1	1								4
Arabic			2	2	1	1								6
Haitian														0
French														0
Korean														0
Punjabi	1													1
Polish														0
Albanian				1										1
Other			2		1	1								4
TOTAL	21	12	20	16	13	8	0	90						

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.

Part III: ELL Demographics

A. ELL Programs

Currently, PS 22 is servicing approximately 90 ELLs. There is one Dual Language kindergarten class of 23 students with a licensed Bilingual teacher. This year we have two first grade Dual Language classes using the side by side model. Grades K - 5 are serviced everyday using the push in and Pull out models. In the push in model the ESL teacher works with the ELLs during content area instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support. In grades K-5, the students are homogeneously grouped based on their LAB-R and NYSESLAT proficiency levels.(Beg.& Inter. in one class and Adv. in another). Beginners and intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction per week. Our two full time ESL teachers push in in grades kindergarten through five. They use the pull out model for their Special Education (IEP) ELLs, so they are in small groups. The ELLs with IEPs are pulled out in small groups from various classes for English acquisition focused instruction.

Our school administration and ESL teachers ensure that ESL students receive the mandated number of instructional minutes according to students' proficiency level in the NYSESLAT. Students at the beginner and intermediate proficiency levels receive 360 minutes of instruction weekly and those at the advanced proficiency levels receive 180 minutes of instruction weekly. In addition, the classroom teacher is administering 90 minutes per day of ELA instruction as per the CR Part 154. It is in the form of Balanced Literacy/Teachers College Reading and Writing Workshop Model. In the Dual Language Programs students receive 50% of instruction in their native language and 50% in English. Students are switched every other day to receive the mandated language allocation.

Various ESL strategies are used to teach ELLs in the content areas. ESL teachers use these ESL strategies in both, Push in and Pull out models. In all content areas, we support the emergence and early development of English literacy skills.

We support the ELLs as they develop academic language. We use instructional scaffolding techniques in Dr. Aida Walqui's model. "Schema building" builds understanding by helping students weave new information into preexisting structures of meaning. We are currently using the Teachers College reading and writing curriculum where small unit skills are taught directly to and modeled for students. In all content areas we promote collaborative learning which encourages peer support, enhances motivation and increases language use. Visuals and recording are used to help the ELL in the content areas. Computer activities through Achieve 3000 are also used to encourage and provide language usage. The teachers scaffold academic language and complex content to support students' participation. We use stories that are based on students' culture that connect to students' prior experiences.

Our ESL teachers differentiate instruction for the different ELLs subgroups. Currently our school does not have any SIFE students. In the event that we admit SIFE students we will provide students with an enriching environment where they can acquire English in their own pace while building their strengths and self-esteem. ESL teachers will use the buddy system where students are paired with responsible students to help them adjust to our school environment.

Our school plan for our newcomers, is to provide them with the mandated 360 minutes of ESL instruction using the push-In model where they will be integrated within their grade curriculum. Teachers validate each student's culture and provide them with books in their native language. The school's goal is to provide instruction in the academic content areas, support them in their language acquisition process and guide them throughout their new culture adjustment. Newcomers are also invited to attend our Extended Day program in which certified teachers differentiate instruction according to each students needs.

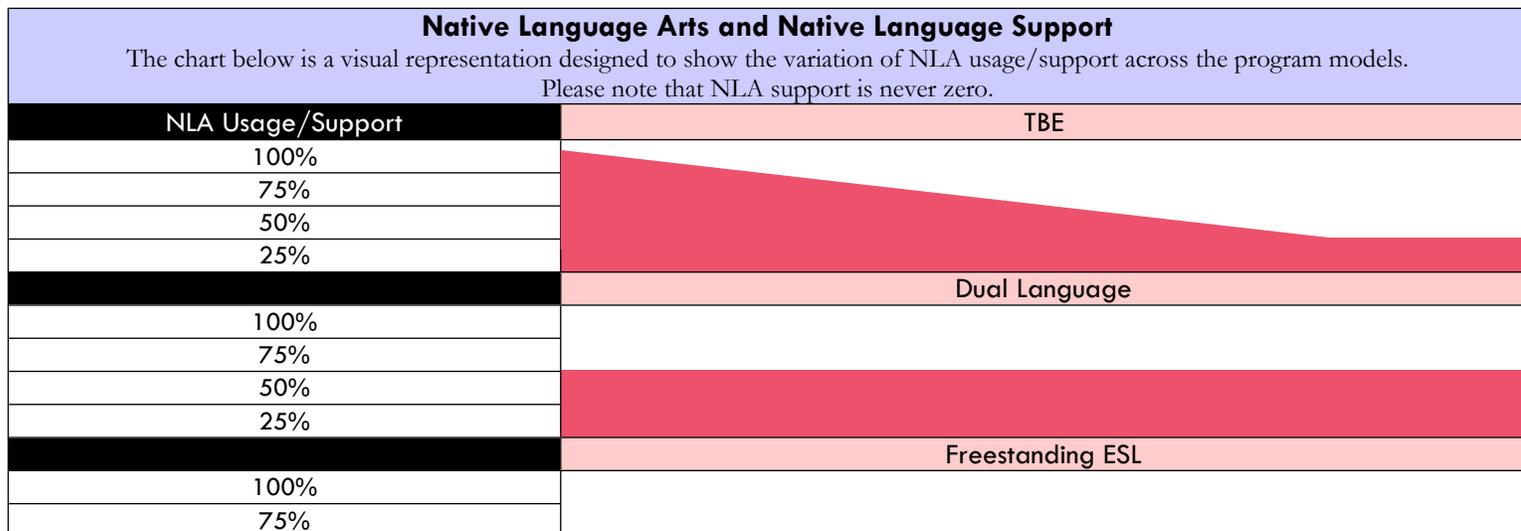
English Language Learners receiving service for four to six years make up a large group in our ESL program. They are students who scored at the advanced proficiency level and are having difficulty passing the reading and writing components of the NYSESLAT. These students are also receiving SETTS and Speech. They are included in our Extension of Services. Since they attend various intervention programs we push in for ESL so that they are in the classroom for the reading and writing skills taught. We are using the Teachers College project for teaching these skills and the ESL teacher works with her students in their classrooms and takes them aside before, during, and/or after the session to review and further teach any concepts that were difficult.

We have three long term ELLs at this time. We provide these students individual instruction, AIS, extended day and encourage any after school and summer programs which will enable them to move ahead faster. In addition, the ESL teacher pulls them out for individualized instruction using the Achieve 3000 program, guided reading and writing and vocabulary development.

Our special needs ELLs are in self contained Special Education classes and are pulled out for small group instruction using the Lindamood-Bell curriculum. This program is based on the research which states that cognition, including reading requires two codes, not one. Many comprehension programs only give credence to the verbal or linguistic code. However, imagery is a silent partner in cognition. Pavió, (2007) The Visualizing and Verbalizing approach stimulates the concept of imagery. Students become able to image gestalts which include color, and movement. This technique improves their language comprehension, reasoning for critical thinking and expressive language skills.

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

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

We offer different types of intervention services for ELLs in the content areas. Some students receive instruction from our Title III program either in school during the day or after school. We also have Test Prep classes after school in the content areas. During the day the certified teachers focus on the subjects the students are not making gains in. Our ELLs attend our extended day program where they receive small group instruction on daily subject matter that they have difficulty in. The lower grade ELLs use computer programs like Starfall and Head Sprout along with Foundations. Students are encouraged to join the Chorus or the Art Squad where they can participate in subjects they excel in and at the same time speak English with their peers in a less restricted and a less stressful environment.

Our ELLs who scored proficient on the NYSESLAT receive continued transitional support for two years. They are given academic intervention services in subject areas necessary so it is easier for them to make the transition from an ELL environment to a total mainstream environment. For all city and state exams they are given test modifications where they take the test in a separate location and they are given more time to complete the test. They attend the extended day program and they often participate in after school test prep classes.

A few programs and improvements have been implemented and will continue for the upcoming school years:

- Teachers College Reading and Writing Project is a research and staff development organization which is highly involved in collaboration with our teachers and students. This project is supporting our teachers in their literacy instruction. Units of Study Research Base recommendations for bends to follow in the units based on what teachers learn about their students through assessments—thus assuring a student-centered curriculum. Units of Study are based on a handful of fundamental, research-based principles. The foundation of Units of Study lies in the understanding that writing is a life-long process during which we continually lift the level of our writing skills and outgrow

ourselves as writers. Students learn that all writing has essential traits to which they must attend when developing a piece (Spandel, 2001). Writers learn multiple ways to find topics they wish to write about. Students learn to make purposeful decisions about the structure and organization of a piece. They learn a repertoire of methods for elaborating. They learn to craft their pieces using literary language and devices, and to employ the conventions of written language (Anderson, 2005; Calkins, 1994; Elbow, 1989).

- LindaMood Bell Visualizing and Verbalizing Program This program is based on the research which states that cognition, including reading requires two codes, not one. Many comprehension programs only give credence to the verbal or linguistic code. However, imagery is a silent partner in cognition. Pavio, (2007) The Visualizing and Verbalizing approach stimulates the concept of imagery. Students become able to image gestalts which include color, and movement. This technique improves their language comprehension, reasoning for critical thinking and expressive language skills.
- SmartBoards are installed in every classroom throughout our school to provide updated core knowledge to our students. Smartboards accommodate different learning styles. Children and teachers are able to collaborate and interact in a given lesson. Cognitive research has shown that learning is most effective when the four fundamental characteristics of learning are present: Active engagement, participation in groups, frequent interaction and connection to the real world. Roshelle, Pea, Hoadley (2000). This is a very effective tool for our ELLs since it provides them with the visual, audio and interaction.
- Achieve 3000 is a computerized program which provides individualized instructions for reading and writing for our ELL population. This program is able to reach each student at his/her Lexile level. Achieve 3000 follows a five-step process to improve reading comprehension, fluency, vocabulary and writing skills. During this sequence, students receive reading material and follow-up activities that are precisely matched to their reading and writing abilities.

Our ELL personnel attend various professional development workshops throughout the school year. Some of the workshops our teachers have attended are "What is academic Language?" What teachers need to know about academic language to be used with our ELLs. "Making Bold Changes, Closing the Opportunity Gap in language". Teachers College Reading and Writing Project staff will come to our school to assist our teachers on how to instruct our ELLs by scaffolding and differentiating instructions.

Last year we started a Dual Language Program in Kindergarten with funds obtained from a grant. We had two classes in the Dual Language Program following a Side by Side model. Last Spring we obtained additional funding to continue and expand our Dual Language Program. The two classes from last year, have moved up and continued in the first grade. We are continuing to offer our Dual Language program to incoming Kindergarteners. We held a parent meeting and described the program to them. The parents who showed interest were notified in the summer and were given an appointment to bring their child for a parent/child interview at our school. Teachers interviewed both the parent and the children and this determined whether the child was a good candidate for the Dual Language Program. This year, our Kindergarten Dual Language Program has one class with one teacher following a Rollercoaster Model. This is due to parent interest and student enrollment. Our Dual Language Program will continue to change from year to year based on student population and parent interest.

Our ELLs are encouraged to participate in any or all activities and programs that all of our students participate in. Many of our ELLs are in the chorus and the art squad. They are also members of the Student Council and our Kids that Care team. We have test prep after school programs they attend as well as the Saturday Academy where they can take advantage of supplemental academic instruction. Our ELLs attend the Summer Success Program where they participate in the Staten Island Museum and Staten Island Zoo projects. Our school's Salvadori Project is another supplemental service our ELLs participate in and enjoy. Our Gifted and Talented Program serves as supplemental content area instructions for our ELLs. They get to choose the club they want and they get to participate with the general education population on their grade.

Our school utilizes various instructional materials to support our Ell population. For our kindergarten through second grade we use Rigby-Activate Learning books. These big books help the teachers do Shared Reading which is a technique that involves all the children from early emergent to proficient readers, to read together while the teacher is scaffolding the language. Shared reading encourages language input. As Scott & Ytreberg (1990) say, "When children start learning English, they need to be given the language before they can produce it themselves." Our school uses a large variety of different genres books for Read Alouds. Oral language development becomes a standard as the children begin to have conversations about the book being read. Our ESL teachers use Gay Su Pinnell Guided Reading lessons by using leveled reading materials to support the reader at each level. Exploring Non-Fiction by Time For Kids which gives the children an opportunity to explore and learn about non fiction with real photographs and graphic organizers. LindaMood Bell Visualizing and Verbalizing Program which helps students visualize and comprehend content area concepts and assist children with imaging vocabulary

words and sight word while they practice in workbooks. . For Social Studies we use Multicultural Celebrations by Modern Curriculum Press and or Science we use Full Option Science Series (FOSS). This program allows our Ells to experiment and explore while doing hands-on activities.

Our Dual Language Program is designed to continue developing ELLs native language, as well as English Language skills. The monolingual English speaking students learn to become bilingual through linguistic role models, interaction and language development in both languages. There are content area curriculum books in Spanish as well as leveled library books and guided reading books. In ESL, we have books and dictionaries in several languages to help support our ELLs and make them feel more secure and comfortable. We use these books to compare and contrast our various cultures during content area instruction or whenever necessary. Our ELLs are in classes and groups where they receive support services that correspond to their age and grade levels.

Activities at our school to assist newly enrolled ELL students before the beginning of the year include: orientation meetings, school tours, and informational meetings in the summer to explain the various programs. Parent Informational packages are provided.

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)?

Dual Language Program

Kindergarten and First Grade Dual Language Classes provide instruction in a Ratio of 50:50- 50% English Instruction and 50% Spanish instruction. Both Grades are following alternate day language models. Students who are EPs and ELLs are integrated for the entire instructional school day. All Content Area instruction including Science and Social Studies is taught in both languages. Language in the Kindergarten Dual Language class is separated by Color and Day. The students know the Language of the Day by the color on the door. A Self- Contained RollerCoaster Model is followed. In the First Grade Dual Language Program, the students know which language they will be learning by the two separate teachers- 1 for English and 1 for Spanish. A side-by-side model is followed in the first grade Dual Language program. Students are taught emergent literacy instruction in their native language and second language simultaneously with separate periods for English as a Second Language Instruction for ELL's and Spanish as a Second Language for EP's.

D. Professional Development and Support for School Staff

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

Professional Development

Our ESL teachers attend regular monthly ESL workshops and meetings as well as various conferences on ESL instruction. Some of the workshops are:

- § Teachers College Reading and Writing Projects
- § Academic Literacy for English Language Learners
- § Scaffolding Writing For ELLS and Demystifying Figurative Language
- § Assessing Students Writing
- § Modified Guided Reading for English
- § How to effectively prepare students for the NYSESLAT and ELA in all grades
- § Integrating Grammar in the Writers Workshop
- § Building Academic Vocabulary Grade K-5
- § Team Teaching in the ESL Program
- § Effective Strategies in Literacy Instruction for ELLs
- § ESL Teachers and Balanced Literacy: Planning and teaching in ways which align with the units of study and components of Balanced

Literacy

A. Assessment Breakdown

Assessments for ELLs Aligned to Common Core State Standards-Reading and Writing Informational Text

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

Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers

To assist staff with supporting our ELL students make the transition from elementary to middle school, our feeder schools are invited to host

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)	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Intermediate(I)	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Advanced (A)	2	6	11	8	3									30
Total	2	8	11	8	3									30

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	0	0	0	0							
	A	0	5	9	3	0	0							
READING/ WRITING	B	1	3	8	0	0	0							
	A	0	4	3	4	1	3							

offer Family Support Services, Resource Referrals, Legal Services, Immigration and Health Related Services. We are currently seeking a partnership with the JCC to promote a Family Literacy program for our ELL parents including the parents of the students in the Dual

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	8	3			11
5	3	3			6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

4) "Yoaa"- Learn stress relieving techniques to be applied in every day life.

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4	1		8		3				12
5	4		2						6
6									0
7									0

Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1						2
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

V: Assessment Analysis

Early Literacy skills of our ELLs are assessed with the Teachers College Reading and Writing Project(TCRWP) Assessment tool. This tool assesses the independent functional reading level of a student. It informs the teachers how well a student reads with fluency, accuracy, and comprehension. Based on the data results of this assessment, we have found that the majority of our ELL population has literacy skills that are two or more levels behind their English Proficient Peers. Our school's instructional plan is then modified by this data. It informs us how to provide more supplemental activities for our ELL's to increase their literacy skills. It also informs all teachers if any other intervention strategies are needed for specific students, (ie AIS or Extended Day Activities).

According to the LAB-R and NYSESLAT data, all the kindergarten and half of the first grade ELL population are beginners. The other half of the first grades are intermediate. Approximately half of the second and third grade ELL population is at the intermediate level and the other half is advanced. More than two-thirds of the fourth and fifth graders are advanced and the other third are intermediate.

According to the NYSESLAT data, students are more proficient in the listening/speaking modality over the reading/writing modality. Therefore, teachers will focus on the deficient areas. Teachers form groups according to students' proficiencies and skills. Guided

Our classroom and ESL teachers use the data from the ELL Interim Assessments in grades 3-5 to plan and differentiate instruction. Based on the results, teachers use mini lessons to reinforce the subject matter and skills that the students have weaknesses on.

The ELL students who receive ESL services have access to translated state content exams in their native language.

Our English Proficient students in our kindergarten and First grade Dual Language Programs are assessed with the Teachers College Reading and Writing Assessment. As the school year continues, we assess students with the El Sol and Teachers College Assessments to get current assessment data that will help us make informed instructional decisions for our students.

We will determine the success of our ELL programs by the movement in scores of our ELL students on the Teachers College Assessments, ELL Periodic Assessment, NYSESLAT and informal classroom assessments, conference notes and observations.

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.

At this time, we do not have any Dual Language students participating in State and City Assessments.

Our ELL's are apart of our Inquiry Work. Based on previous performance on State exams, we have seen an increase in the percentage of Level 3's and 4's for our ELL students. Additionally, we received extra credit on our Progress Report for the achievements of our ELL students. Based on this data, and the rigorous curriculum and programs offered, we will continue our action research to increase the success our ELLs.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 022 Graniteville					
District:	31	DBN:	31R022	School		353100010022

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		92.8	93.4	92.6
Kindergarten	174	178	150				
Grade 1	204	149	165	Student Stability - % of Enrollment:			
Grade 2	208	201	156	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	193	206	205		90.1	92.6	92.0
Grade 4	228	200	221				
Grade 5	201	225	196	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.5	74.6	79.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		33	33	32
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	1244	1196	1129	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	36	36	59	Principal Suspensions	78	49	51
# in Collaborative Team Teaching (CTT) Classes	34	49	58	Superintendent Suspensions	5	16	10
Number all others	108	105	88				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	85	87	84
# in Dual Lang. Programs	0	8	TBD	Number of Administrators and Other Professionals	17	18	11
# receiving ESL services only	136	106	TBD				
# ELLs with IEPs	6	35	TBD	Number of Educational Paraprofessionals	4	4	9

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

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	94.1	96.6	100.0
				% more than 2 years teaching in this school	74.1	78.2	86.9
				% more than 5 years teaching anywhere	57.6	65.5	77.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	92.0	94.0
American Indian or Alaska Native	0.8	0.8	0.5	% core classes taught by "highly qualified" teachers	96.2	99.2	98.8
Black or African American	24.0	23.1	25.4				
Hispanic or Latino	42.3	42.1	45.7				
Asian or Native Hawaiian/Other Pacific	11.1	11.7	11.2				
White	21.5	21.6	16.4				
Male	50.9	49.9	49.2				
Female	49.1	50.1	50.8				

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

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

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