



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE CHILDREN'S INTERNATIONAL SCHOOL~ P.S. 22

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K022

PRINCIPAL: CARLEN PADMORE-GATEAU **EMAIL:** CPADMOR@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Carlen Padmore-Gateau	*Principal or Designee	
Denise Williams	*UFT Chapter Leader or Designee	
Tameka Carter	*PA/PTA President or Designated Co-President	
Barbara Richardson	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Takisha Robinson	Member/ Parent	
Natasha King	Member/ Parent	
Stephanie Hall	Member/ Educational Assistant	
Maggie Faustin	Member/ Teacher	
Erna Thezine	Member/ Parent	
Ron Quintine	Member/ Parent	
Massah Saffa	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To increase students' achievement in mathematics, by June 2012. By June 2012, 40% of the tested students will achieve proficiency on the state Math exam.

Comprehensive needs assessment

During the 2010-2011 school year our progress report showed the need for improvement in Mathematics.

Instructional strategies/activities

We will take part in the following instructional strategies and activities:

- Monthly PLC (Inquiry) Meetings to study and improve the performance and progress of our students that scored high and low level two on last year's mathematics exam. The Inquiry team will be comprised of teachers and administrators.
- Teachers and Supervisors will work together to look at student data on an ongoing basis; i.e. after each of the five benchmark assessments and unit assessments.
- Administrators will have monthly meetings with our Data Specialist and Network Achievement personnel to analyze student data.
- Professional Development funds will be used to support the Professional Development opportunities through the network on looking at student data
- We will set goals with teachers and monitor student progress-using the Engrade system to identify student needs and align academic interventions by varies providers. Student progress will be monitored via our school wide Benchmark Assessments that will take place five times each school year.
- Benchmark data analysis meetings will take place after each Benchmark assessment is given to identify performance and chart individual learning plan.
- We will participate in monthly Learning Rounds (teachers, network personnel and administrators)
- We will utilize articles and books related to supporting the analysis of student math data
- We will review of student math goals and portfolios
- We will integrate technology. Our Math Technology cluster will utilize our math pacing calendar to address the needs of students.
- There will be weekly "Lunch and Learns" and other professional development opportunities for teachers on how to improve math instruction.

Strategies to increase parental involvement

There will be monthly "Breakfast with the Principal" workshop from 9 a.m. to 10:30 a.m. addressing the following topics by staff members and network support personnel:

- Common Core State Standards (Bundles)- part 1, 2, 3, 4
- How to support critical thinkers
- How to support your child in Mathematics- part 1&2
- How to support your child's success towards the standardized math exam- part 1 &2

Parents will be invited in to be a part of the "Adopt a Class" program to help improve and support math instruction in the classroom

Parents will be invited to join the Math club

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue with our partnership with Medgar Evers College to attract highly qualified teachers and give them an opportunity to fulfill their student-teaching requirements at our school. We will offer current teachers incentive and rewards for performance; i.e. Impact Awards. Professional Development opportunities will be offered that fit the needs of individual teachers along with feedback. Our Principal will have monthly meetings with grade leaders to ensure that there is ongoing communication regarding teachers' professional concerns/needs. New teachers will receive mentoring by teacher mentors. Teachers will be a part of decision

making processes; i.e. curriculum mapping

Service and program coordination

DYCD- The Friends of Crown Heights will provide after school Homework Help and Self-Esteem building activities. The Insights Program (NYU) will support grade through social emotional workshops for students, parents and teachers.

We will have monthly Student, Staff Support Team meetings comprised of administrators, guidance counselor, Parent Coordinator, IEP Teacher, school physiologist, social worker and select teachers. The S.S.S.T will be responsible for working together to support staff and students' academic and social emotional needs on a case by case basis. Every member of the team is responsible for supporting peer mediation, service learning, mentoring and AIS opportunities.

Budget and resources alignment

We will utilize our professional development and per diem funds as well as Tax Levy, Title I and Title III funding.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To improve students' achievement in literacy by June 2012. By June 2012, 40% of the tested students will achieve proficiency on the state ELA exam.

Comprehensive needs assessment

During the 2010-2011 school year our progress report showed the need for improvement in ELA.

Instructional strategies/activities

We will take part in the following instructional strategies and activities:

- Monthly PLC (Inquiry) Meetings to study and improve the performance and progress of our students that scored high and low level two on last year's ELA exam. The Inquiry team will be comprised of teachers and administrators.
- Teachers and Supervisors will work together to look at student data on an ongoing basis; i.e. after each of the five benchmark assessments and unit assessments.
- Administrators will have monthly meetings with our Data Specialist and Network Achievement personnel to analyze student data.
- Professional Development funds will be used to support the Professional Development opportunities through the network on looking at student data
- We will set goals with teachers and monitor student progress-using the Engrade system to identify student needs and align academic interventions by varies providers. Student progress will be monitored via our school wide Benchmark Assessments that will take place five times each school year.
- Benchmark data analysis meetings will take place after each Benchmark assessment is given to identify performance and chart individual learning plan.
- We will participate in monthly Learning Rounds (teachers, network personnel and administrators)
- We will utilize articles and books related to supporting the analysis of student math data
- We will review of student math goals and portfolios
- We will integrate technology. Our Literacy Technology cluster will utilize our math pacing calendar to address the needs of students.
- There will be weekly "Lunch and Learns" and other professional development opportunities for teachers on how to improve Literacy instruction.

- We will facilitate an inquiry study on targeted ELLs and students with special needs
- We will Using a prescribed program/techniques to support student achievement
- Provide professional development for staff working with ELLs and students with IEPs
- Progress monitoring (every 6 weeks)
- Charts targeting and analyzing student needs and strengths
- Use data to plan
- ECLAS
- Teacher created assessments
- Grade based performance standards
- Benchmark Assessments (5 times this year)

Strategies to increase parental involvement

There will be monthly “Breakfast with the Principal” workshop from 9 a.m. to 10:30 a.m. addressing the following topics by staff members and network support personnel:

- Common Core State Standards (Bundles)- part 1, 2, 3, 4
- How to support critical thinkers
- How to support your child in Literacy- part 1&2
- How to support your child’s success towards the standardized ELA exam- part 1 &2

Parents will be invited in to be a part of the “Adopt a Class” program to help improve and support Literacy instruction in the classroom

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue with our partnership with Medgar Evers College to attract highly qualified teachers and give them an opportunity to fulfill their student-teaching requirements at our school. We will offer current teachers incentive and rewards for performance; i.e. Impact Awards. Our Principal will have monthly meetings with grade leaders to ensure that there is ongoing communication regarding teachers’ professional concerns/needs. New teachers will receive mentoring by teacher mentors. Teachers will be a part of decision making processes; i.e. curriculum mapping

Service and program coordination

DYCD- The Friends of Crown Heights will provide after school Homework Help and Self-Esteem building activities. The Insights Program (NYU) will support grade through social emotional workshops for students, parents and teachers.

We will have monthly Student, Staff Support Team meetings comprised of administrators, guidance counselor, Parent Coordinator, IEP Teacher, school physiologist, social worker and select teachers. The S.S.S.T will be responsible for working together to support staff and students’ academic and social emotional needs on a case by case basis. Every member of the team is responsible for supporting peer mediation, service learning, mentoring and AIS opportunities.

Budget and resources alignment

We will utilize our professional development and per diem funds as well as Tax Levy, Title 1 and Title III funding.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Develop teachers' ability to develop a positive, collaborative classroom and school culture conducive to academic achievement.
5% more teachers will report being well supported in addressing student behavior and discipline problems.
Number of suspensions based on classroom incidents will decrease by 5% from last school year as measured by OORs.

Comprehensive needs assessment

During the 2009-2010 & 2010-2011 school year our school was on the Persistently Dangerous list. While our school has been removed from list, it is important that we continue to implement the strategies and activities that will help us to stay off of that list.

Instructional strategies/activities

All teachers will receive professional development from a consultant on Guided Discipline by June 2012.
Grade level teams will develop school-wide rules and procedures incorporating lessons from Guided Discipline training.
School leaders will emphasize and reinforce relevant rules and procedures throughout school year.
We will maintain the use of P.S. 22 dollars as a reward system for expected student behavior and utilize our school store.
Our Student Staff Support Team (SSST) will monitor student behavior and come up with strategies to help improve student behavior.

Strategies to increase parental involvement

During our monthly "Breakfast with the Principal" we will discuss ways in which we can improve student behavior. Student of the month awards will be distributed at each (monthly) PTA meeting.

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue with our partnership with Medgar Evers College to attract highly qualified teachers and give them an opportunity to fulfill their student-teaching requirements at our school. We will offer current teachers incentive and rewards for performance; i.e. Impact Awards. Professional Development opportunities will be offered that fit the needs of individual teachers along with feedback. Our Principal will have monthly meetings with grade leaders to ensure that there is ongoing communication regarding teachers' professional concerns/needs. New teachers will receive mentoring by teacher mentors. Teachers will be a part of decision making processes; i.e. curriculum mapping

Service and program coordination

DYCD- The Friends of Crown Heights will provide after school Homework Help and Self-Esteem building activities. The Insights Program (NYU) will support grade through social emotional workshops for students, parents and teachers.
We will have monthly Student, Staff Support Team meetings comprised of administrators, guidance counselor, Parent Coordinator, IEP Teacher, school physiologist, social worker and select teachers. The S.S.S.T will be responsible for working together to support staff and students' academic and social emotional needs on a case by case basis. Every member of the team is responsible for supporting peer mediation, service learning, mentoring and AIS opportunities.

Budget and resources alignment

We will utilize our professional development and per diem funds as well as Tax Levy, Title I and Title III funding.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

To use the Common Core State Standards bundles in inquiry work to improve student achievement for all students. By June 2012, with the Common State Standards bundles, P.S. 22's inquiry team will have reviewed data (provided at the beginning of the school year) and will have provided instruction for students that is based on a CCSS in 70% of students achieving proficiency in the ELA exam.

Comprehensive needs assessment

There is a need for all students to be critical thinkers. The use of the common core state standards bundles is part of the Chancellor's expectations. During the 2014 school year all students will be assessed using the common core standards.

Instructional strategies/activities

We will take part in the following instructional strategies and activities:

- An inquiry study on targeted ELLs and students with special needs
- Using a prescribed program/techniques to support student achievement
- Support ongoing professional development for teachers and paraprofessionals on the Common Core State Standards bundle
- Use bundles along with each Benchmark Assessment and analyze data
- Utilize "bundles" in school wide curriculum maps (pre-k-5)
- Charts targeting and analyzing student needs and strengths
- Use data to plan from "bundles"

Strategies to increase parental involvement

There will be monthly "Breakfast with the Principal" workshop from 9 a.m. to 10:30 a.m. addressing the following topics by staff members and network support personnel:

- Common Core State Standards (Bundles)- part 1, 2, 3, 4
- How to support critical thinkers
- How to support your child's success towards the standardized ELA and Math exam- part 1 &2

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue with our partnership with Medgar Evers College to attract highly qualified teachers and give them an opportunity to fulfill their student-teaching requirements at our school. We will offer current teachers incentive and rewards for performance; i.e. Impact Awards. Professional Development opportunities will be offered that fit the needs of individual teachers along with feedback. Our Principal will have monthly meetings with grade leaders to ensure that there is ongoing communication regarding teachers' professional concerns/needs. New teachers will receive mentoring by teacher mentors. Teachers will be a part of decision making processes; i.e. curriculum mapping

Service and program coordination

DYCD- The Friends of Crown Heights will provide after school Homework Help and Self-Esteem building activities. The Insights Program (NYU) will support grade through social emotional workshops for students, parents and teachers.

We will have monthly Student, Staff Support Team meetings comprised of administrators, guidance counselor, Parent Coordinator, IEP Teacher, school

physiologist, social worker and select teachers. The S.S.S.T will be responsible for working together to support staff and students' academic and social emotional needs on a case by case basis. Every member of the team is responsible for supporting peer mediation, service learning, mentoring and AIS opportunities.

Budget and resources alignment

We will utilize our professional development and per diem funds as well as Tax Levy, Title I and Title III funding.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Improve teacher effectiveness by developing a shared understanding of instructional excellence.

Comprehensive needs assessment

It was noted in our 2010-2011 Quality Review that there was a need to provide further professional development and improve the teacher evaluation and support system.

Instructional strategies/activities

Strategies:

Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.

Teacher self-assessments on selected components of the Danielson rubric.

NYC School Survey results: 20% of teachers agree that school leaders give them regular feedback about their teaching..

Activities:

Supervisors will conduct 6 cycles of “snap shot” observations for each teacher using selected components of the Danielson rubric to provide meaningful feedback.

Teachers will self-assess on selected components of the Danielson rubric.

The professional development committee will develop and implement a coherent PD plan for teachers that integrate the selected components of the Danielson rubric.

Supervisors will set up and follow a schedule for teacher observation and feedback using the Danielson rubric.

Strategies to increase parental involvement

There will be monthly “Breakfast with the Principal” workshop from 9 a.m. to 10:30 a.m. addressing the following topics by staff members and network support personnel:

Common Core State Standards (Bundles)- part 1, 2, 3, 4

How to support critical thinkers

How to support your child’s success towards the standardized ELA and Math exam- part 1 &2

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue with our partnership with Medgar Evers College to attract highly qualified teachers and give them an opportunity to fulfill their student-teaching requirements at our school. We will offer current teachers incentive and rewards for performance; i.e. Impact Awards. Professional Development opportunities will be offered that fit the needs of individual teachers along with feedback. Our Principal will have monthly meetings with grade leaders to ensure that there is ongoing communication regarding teachers’ professional concerns/needs. New teachers will receive mentoring by teacher mentors. Teachers will be a part of decision making processes; i.e. curriculum mapping

Service and program coordination

DYCD- The Friends of Crown Heights will provide after school Homework Help and Self-Esteem building activities. The Insights Program (NYU) will support grade through social emotional workshops for students, parents and teachers.

We will have monthly Student, Staff Support Team meetings comprised of administrators, guidance counselor, Parent Coordinator, IEP Teacher, school physiologist, social worker and select teachers. The S.S.S.T will be responsible for working together to support staff and students' academic and social emotional needs on a case by case basis. Every member of the team is responsible for supporting peer mediation, service learning, mentoring and AIS opportunities.

Budget and resources alignment

We will utilize our professional development and per diem funds as well as Tax Levy, Title I and Title III funding.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	38	38	N/A	N/A	2	0	0	0
1	40	40	N/A	N/A	3	0	0	0
2	40	40	N/A	N/A	3	1	0	0
3	42	42	N/A	N/A	5	1	0	0
4	100	100			5	1	0	0
5	114	114			2	1	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	All students from grades K-5 will receive Academic Intervention Services using Literacy By Design Guided Reading as well as targeted skills intervention. Students in grades K-2 will also receive Academic Intervention using the Foundations Reading intervention program. Students in grades k-5 will be offered the opportunity to take part in the SES after school program to receive small group, one to one or tutoring services. In addition, students in grades 2-5 will receive intervention services during the Extended Day Program.
Mathematics	All students in grades K-5 will receive Academic Intervention using resources from the Everyday Math program and other supplementary materials. Students in grades k-5 will be offered the opportunity to take part in the SES after school program to receive small group, one to one or tutoring services. In addition, students in grades 2-5 will receive intervention services during the Extended Day Program.
Science	Students will receive at risk support via learning center activities
Social Studies	Students will receive at risk support via learning center activities
At-risk Services provided by the Guidance Counselor	Our guidance counselor will provide at risk counseling as well peer mediation support
At-risk Services provided by the School Psychologist	Our school psychologist will offer at risk support
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 17K022

School Name: The Children's International School~ P.S. 22K

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - It will become increasingly important for teachers to understand the Common Core, their grade-level curriculum, and the integration of the Common Core and the curriculum.
 - Among the teachers completing the survey, 50 percent reported that professional development does not address the needs of their students.
 - There are interruptions to classroom instruction.
 - There is no program in place for sustained reading stamina across grade levels.
 - Teachers use a variety of assessments.
 - Teaching points and whole-group and small-group instruction are part of the Literacy by Design program used at the school.
 - Evidence of writing is displayed in classrooms observed.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will use the RTI model to provide intervention. Students will receive tiered instruction according to their academic needs. Our high level two and low level two students will also receive small group instruction by our Literacy and Math coaches. Teachers will work together in teams to do inquiry study on the modification of the curriculum to fit the needs of our students. Teachers will also create assessment and use Benchmark Assessments for each child. That data will be analyzed on an ongoing basis.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. The professional development will be used to support teachers in analyze student data and using the findings towards creating curriculum that fits the needs of students. The professional development will also include the support of differentiation of instruction towards students' academic needs.

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

New teachers will be mentored by our Literacy and Math Coach 2hrs a week. This would include planning time, model lessons and intervisitations. During this opportunity new teachers will read and discuss professional books with their mentor and apply desired implications to their instructional practices. New teachers will also be sent to professional conferences.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Notices will be sent home various languages to parents. Parents will be invited in to workshop to discuss the school identification and how we may work together to increase student achievement.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado	District 17	Borough Brooklyn	School Number 022
School Name The Children's International School			

B. Language Allocation Policy Team Composition [?](#)

Principal Carlen Padmore- Gateau	Assistant Principal Maxine Cameron
Coach Denise Cannon	Coach M. Sealy-Gayle
ESL Teacher Rachael Wasilewski	Guidance Counselor Ekwah Haskins
Teacher/Subject Area Jonelle Benjamin, ESL	Parent type here
Teacher/Subject Area Yrma Salmeron, DL	Parent Coordinator Randy Ware
Related Service Provider	Other
Network Leader Debra Maldonado	Other

C. 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	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	453	Total Number of ELLs	53	ELLs as share of total student population (%)	11.70%
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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. 

1. P.S. 22 implements an initial identification process to ensure that all possible ELL students are properly identified and timely placed in either the 4th grade Dual Language Program or the Freestanding ESL Program. The Assistant Principal, ESL Teachers, and Pupil Accounting Secretary ensure that the following screening process takes place: upon registration, parents and children are administered the Home Language Identification Survey (HLIS) by a pedagogue who has been trained on the process of HLIS administration. Jonelle Benjamin and Rachael Wasilewski, the Certified ESL teachers at P.S. 22, administer the HLIS. In the case they are not available, another HLIS-trained pedagogue administers the survey. Where translation is necessary, Yrma Salmeron, the Dual Language Teacher at P.S. 22, provides Spanish translation. The school enlists services from the NYC Department of Education Translation and Interpretation Unit if we do not have anyone on staff who speaks the Native Language or if a translator is not available on site. P.S. 22 is in the process of reaching out to Community Based Organizations and parent volunteers who may be interested in providing translation services for low incidence languages.

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

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

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

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

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

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

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

This school serves the following grades (includes ELLs and EPs)
Check all that apply

6 7 8 9 10 11 12

First, parents receive 1) an Entitlement Letter which lists their child's score on the LAB-R and how the score determines eligibility; 2) an invitation to an ELL Parent Orientation at the school and direct contact information for the Certified ESL teachers, the Parent Coordinator, and general school contact information; 3) a Parent Survey and Program Selection Form which is provided to them at the Orientation after they view the NYC Department of Education's Orientation Video for Parents of English Language Learners and 4) a Placement Letter stating that their child has been placed in either the Bilingual or the Freestanding ESL Program.

Entitlement letters are sent as soon as a student is determined as eligible for ELL services. The letter includes the student's LAB-R score and information about the programs available for their ELL child within the Department of Education. An invitation to Parent Orientation and a Parent Survey and Program Selection Form are attached to the Entitlement letter as per the instructions on the Department of Education Entitlement Letter. The Parent Survey and Program Selection Form is to be returned to the ESL teachers at the time of Parent Orientation, which is held within 10 days of student admission to the school.

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

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

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

A Parent Survey and Program Selection Form as well as an invitation to an ELL Parent Orientation at the school are sent along with Entitlement Letters. The letter is attached as per the NYC Department of Education Entitlement Letter wording and instructions. The

letter asks parents to return the Parent Survey and Program Selection Form by the date of Orientation -- typically scheduled for 1-2 days after LAB-R administration determines ELL service eligibility. If parents neither return the Parent Survey and Program Selection Form nor attend Parent Orientation, a second Entitlement Letter is sent inviting parents to come to an Orientation session.

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

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

As per CR Part 154, the default program for ELL students is Transitional Bilingual Education, not Freestanding ESL. A freestanding ESL program is implemented in those elementary school buildings within the LEA with an enrollment of fewer than 15 pupils across two contiguous grades with the same native language or low incidence native languages. Since the school does not have a TBE program, students are placed in the best available program, which is either the Fourth Grade Dual Language Program or the Freestanding ESL Program. Parents are given the option of transferring their children to a school in the LEA with a program of their choice if it is not available at P.S. 22. Parents are not given the option to withdraw their children from ELL services as per CR Part 154.

As per CR Part 154, A bilingual education program is implemented in those school buildings within the LEA with an enrollment of 15 or more LEP students of the same grade level or across two contiguous grades, all of whom have the same native language which is other than English. In order to comply with CR Part 154 on the creation of bilingual programs, P.S. 22 applied for for a Dual Language Planning Grant during the 2010-2011 school year. P.S. 22's grant application was approved and we now have a Fourth Grade Spanish Dual Language program this 2011-2012 school year.

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

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

5. For the past 2 years, parents who attended Parent Orientation at P.S. 22 opted for the Freestanding ESL program as their first choice. For example, in September 2009 three parents attended the first ELL Parent Orientation of the year at P.S. 22, and all of those parents opted for the Freestanding ESL Program. In September 2010 two parents attended ELL Parent Orientation and both opted for the Freestanding ESL Program. We believe that parents opt for the program because they are often registering young children and already have older children in the ESL program. They have seen their children go through the ESL program and believe it to be a good option for their younger children as well.

P.S. 22 also has a feeder school, P.S. 249. P.S. 249 is a K-3 school with a Dual-Language Program and students transfer to P.S. 22 from P.S. 249 in 4th grade. Since parents already chose a Dual-Language Program for their students at P.S. 249, parents do not go through the same Orientation process as the parents of newly admitted students when their children transfer to P.S. 22. Parents are informed of the program choices at P.S. 22 -- Free Standing ESL and Fourth Grade Dual Language Programs -- during an Information Session held at P.S. 249 during the Spring prior to student transfer from P.S. 249.

6. Since P.S. 22 admits so many transfers from P.S. 249's Dual Language Program, we have found that our school program models

were not aligned with all parent requests in the past. Parents of transfer students from P.S. 249 have already chosen a Dual Language program as their first choice. In order to comply with parent choice for these students, during the 2010-2011 school year P.S. 22 applied for a Bilingual Planning Grant. The aim was to create a Dual Language Program that would support the needs of the student population transferring from P.S. 249. Upon approval of the grant, P.S. 22 created the Dual Language Program for the 2011-2012 school year, and we are now in our first year of implementation. This school year, in order to continue alignment with parent requests and provide the enrichment of a Dual Language Program for participating students, P.S. 22 will reapply for the grant in order to create a 5th Grade Dual Language Program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No●	If yes, indicate language(s):
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish/ English

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	13
SIFE		ELLs receiving service 4-6 years	29	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

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	1			12						13
ESL	20		7	17		4	3			40
Total	21	0	7	29	0	4	3	0	0	53

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish									13	9									13	9
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	13	9	0	13	9														

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 9 Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: Asian: Hispanic/Latino: 21

Native American: White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	8	3	5	13								30
Chinese														0
Russian														0
Bengali		1		1	2									4
Urdu														0
Arabic	1	1												2
Haitian		1				1								2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
TOTAL	1	4	8	4	8	15	0	40						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

a. ELL instruction at P.S. 22 is delivered through either the fourth grade Dual Language Program or the Freestanding ESL Program. The Dual Language Program at P.S. 22 uses the 50/50 model for instruction, with alternating days for each language of instruction. ELL and English Proficient students learn in the Native Language - Spanish - for one day and the Target Language - English - the next day. Instruction is delivered by one dually-certified bilingual teacher, Ms. Salmeron. Students receive instruction in literacy, mathematics, science, social studies and writing equally in both languages English and Spanish. All content areas are fully addressed in both languages. ELL students in the Dual Language program receive ESL support from the Dual Language teacher, who uses proven ESL methodologies while teaching to ensure content is comprehensible to all students. (see attached Dual Language class schedule.)

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

b. P.S. 22 utilizes a combination of heterogeneous and homogeneous program models for creation of push-in and pull-out groups. The Dual Language Program contains students of the same grade (Fourth Grade), with mixed ELL proficiency levels alongside English proficient students. Within the Freestanding ESL Program, some students are grouped according to proficiency level and some groups contain mixed proficiency levels. Small ESL groups can be comprised of students from two contiguous grades (i.e. Kindergarten and First Grades, Fourth and Fifth Grades, etc.)

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

A. Programming and Scheduling Information

1. P.S. 22 has two Certified ESL teachers on staff - Rachael Wasilewski and Jonelle Benjamin and one Bilingual Spanish-Certified Teacher, Mrs. Salmeron. To ensure that all students receive the mandated amount of instructional minutes for a Freestanding ESL program (360 minutes for Beginner/Intermediate students and 180 minutes for advanced level students as per CR Part 154) responsibilities are designated as such: Ms. Wasilewski services ELL students in grades K-3 and Ms. Benjamin services ELL students in grades 4-5. P.S. 22's daily class schedule is arranged into seven 50-minute periods per day. Beginner/Intermediate level ELL students receive ESL services 8 periods per week and Advanced level ELL students receive ESL services 4 periods per week. The ESL teachers are careful to schedule services around any other related service providers (Speech Therapists, SETTTS, Occupational Therapists, etc.)

To ensure that students in the Dual Language Program receive the mandated amount of instructional minutes, the Dual Language teacher uses proven instructional methods which make content more comprehensible and enrich language development for ELL students as well as English Proficient students. Advanced students in the Dual Language class receive the mandated 180 minutes of ESL instruction through targeted class instruction by the Dual Language teacher during Literacy, Science and Social Studies class time. Beginner and Intermediate ELL students receive the required 360 minutes of ESL instruction through a combination of targeted ESL instruction in the Dual Language classroom and pull-out ESL instruction.

Alternating days of Spanish and English instruction ensure that students receive the mandated 300 minutes of Native Language Arts instruction as per CR Part 154; P.S. 22 requires 90 minutes per day of literacy instruction and students also receive targeted Native Language Arts instruction through content instruction -- the Dual Language teacher includes a language objective in her content lessons to ensure targeted Native Language Arts instruction through the content areas.

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

In P.S. 22's Dual Language and Freestanding ESL Programs, content and standards-based curriculum is delivered across the grades and P.S. 22 uses an academic pacing calendar to guide teachers along the same path toward achievement. The Dual Language and ESL teachers receive a copy of the school's academic pacing calendar at the start of each month which helps them tailor their instruction and support students' content learning.

Through careful planning and collaboration with classroom teachers, the Freestanding ESL Program delivers content-based push-in and pull-out instruction to all students receiving ELL services in the areas of Math, Science, and Social Studies, as well as English Language Arts. The ESL curriculum is also enhanced by the ESL teachers through class field trips. The Dual Language Teacher delivers content in both the Native Language and the Target Language using a variety of strategies to ensure comprehension, student engagement and accessibility for all students in the Dual Language Program.

Strategies employed by both programs that help make content comprehensible to ELL students include building schema and background knowledge to support new content knowledge and scaffolding content learning with pictures, videos, audio components, and technology (computers/Smart Boards). Concepts are consistently linked to students' background knowledge to help deepen students' frameworks for comprehension. Students also receive explicit teaching of key vocabulary and terms for content learning. ESL materials (access to literacy-rich environments, visual aides, simplified texts, manipulatives, artifacts, etc.) are employed and curriculum is enhanced through use of graphic organizers, collaborative group work, vocabulary building activities, think/pair/share techniques, visualization strategies, shared reading activities and scaffolding for varying levels of student proficiency. ESL and Dual Language lessons contain key Language Objectives for students in order to focus on developing English communicative competence in conjunction with content learning as well as Native Language competence within the Bilingual Program. All instruction is designed, implemented and assessed in alignment with the Common Core State Standards (CCSS) for learning.

4. How do you ensure that ELLs are properly evaluated in their Native Language?

As students enter the NYCDOE school system for the first time and LAB-R eligibility has been established, the LAB-R is then administered. Form B of the LAB-R, is administered to each child individually, according to grade level, within ten (10) days of

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

well. Students in the DL program are also administered the ELE exam. Translated versions of the Math and Science exams are made available to students. In the Dual Language program, students are given formative and teacher made assessments in their native language.

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention programs for ELLs in ELA, Math, and other content areas
P.S. 22 offers targeted intervention to ESL students through the use of Rigby's Instep program. This program focuses on improving and enriching comprehension skills in ELA, Math, Science, and Social Studies, as our school did not meet annual progress recommendations in literacy and math last year. Additionally, intervention is delivered in our Extended Day program which uses the programs New York Ready Instruction for ELA and Measuring Up to the New York State Learning Standards for Math.

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

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

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

The ESL teachers at P.S. 22 will implement (using Title III funding) a one day per week ESL Academy which will focus on prearing ELL students for the ELA, Math, and NYSESLAT exams. P.S. 22's ESL Team will purchase the Santillana Camp Can-Do Intervention Program for ELLs to be utilized during ESL Academy. The academies will be split into two different groups, Grades 2-3 and Grades 4-5. Each group will be taught by one of the Certified ESL teachers -- Ms. Wasilewski will teach the grade 2-3 group, and Ms. Benjamin will teach the grade 4-5 group.

ESL students will also be serviced through another after-school program, Education Futures Corporation (EFC). EFC is an SES program, and since our school is eligible for Title I SES after-school programs, we have brought EFC on board to work specifically with the ESL student population. EFC's program focuses on building reading comprehension through use of guided reading activities.

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

This year, we will not be discontinuing any services for ELLs.

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

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. 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.
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ELLs have a specific After-School Program called ESL After-School Academy which focuses specifically on language acquisition and

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)?

ELL instruction at P.S. 22 is delivered through either the fourth grade Dual Language Program or the Freestanding ESL Program. The Dual Language Program at P.S. 22 uses the 50/50 model for instruction, with alternating days for each language of instruction. ELL and English Proficient students learn in the Native Language - Spanish - for one day and the Target Language - English - the next day. Instruction is delivered by one dually-certified bilingual teacher, Ms. Salmeron. Students receive instruction in literacy, mathematics, science, social studies and writing equally in both languages English and Spanish. All content areas are fully addressed in both languages. ELL students in the Dual Language program receive ESL support from the Dual Language teacher, who uses proven ESL methodologies while teaching to ensure content is comprehensible to all students.

Courses Taught in Languages Other than English ⓘ

D. Professional Development and Support for School Staff

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

Professional Development is administered to our staff by our Certified ESL teachers and our network support team. Professional Developments held throughout the school year take the form of "Lunch and Learn", grade-level meetings, and during professional development days. Topics include: Best Practices and Fundamentals of Language Acquisition, Supporting Newcomer English Language Learners in your Classroom, Preparing Students for the NYSESLAT. ELL Professional Development Sessions maintain agendas and sign-in sheets as a method of keeping record of each session.

P.S. 22 seeks to incorporate even more Professional Development for our staff by infusing presentations by the ESL teachers periodically into faculty conferences and grade meetings. Faculty conference and grade meeting ESL presentations specifically highlight ESL teaching strategies, sensitivity to the cultural and psychological needs of ELLs, methods and tools for ELL differentiation in the classroom, and how to enhance achievement for ELLs in the differentiated classroom. The ESL teachers will keep record of these PD accounts with agendas and sign-in sheets for each session.

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

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

E. Parental Involvement

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

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

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

The ESL Team and Parent Coordinator at P.S. 22 provide numerous workshops for parents of ELL students. This year's workshops will focus on such topics as how to assist ELL students to achieve at school, preparing for the NYSESLAT, Preparing for the ELA and Math exams, choosing a middle school and how to keep ELL children engaged in learning through the summer months.

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

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

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

P.S. 22 also has a Multicultural Day Celebration, during which parents of all students are invited to watch their children perform skits, dances and songs that reflect their cultures, as well as sample food from the many different cultures at our school. In addition to Multicultural Day, P.S. 22 celebrates Hispanic Heritage Month with a celebration where parents come to the school and see their children give presentations on different aspects of Hispanic culture, and Cinco De Mayo celebrations involving food, song and dance.

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

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

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

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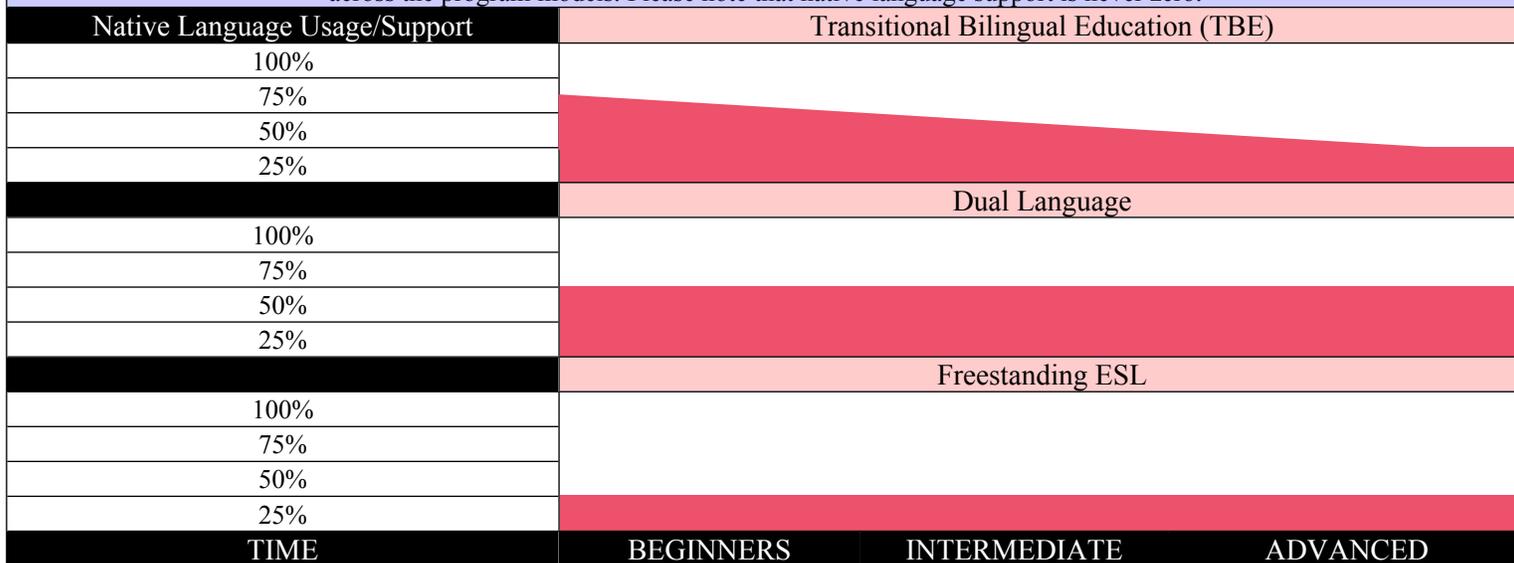
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, Math, and other content areas
 P.S. 22 offers targeted intervention to ESL students through the use of Rigby's Instep program. This program focuses on improving and enriching comprehension skills in ELA, Math, Science, and Social Studies, as our school did not meet annual progress recommendations in literacy and math last year. Additionally, intervention is delivered in our Extended Day program which uses the programs New York Ready Instruction for ELA and Measuring Up to the New York State Learning Standards for Math.

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

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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ESL students will also be serviced through another after-school program, Education Futures Corporation (EFC). EFC is an SES program, and since our school is eligible for Title I SES after-school programs, we have brought EFC on board to work specifically with the ESL student population. EFC's program focuses on building reading comprehension through use of guided reading activities.

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This year, we will not be discontinuing any services for ELLs.

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

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ELLs have a specific After-School Program called ESL After-School Academy which focuses specifically on language acquisition and

Additional Information

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

Paste additional information here

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)?

ELL instruction at P.S. 22 is delivered through either the fourth grade Dual Language Program or the Freestanding ESL Program. The Dual Language Program at P.S. 22 uses the 50/50 model for instruction, with alternating days for each language of instruction. ELL and English Proficient students learn in the Native Language - Spanish - for one day and the Target Language - English - the next day. Instruction is delivered by one dually-certified bilingual teacher, Ms. Salmeron. Students receive instruction in literacy, mathematics, science, social studies and writing equally in both languages English and Spanish. All content areas are fully addressed in both languages. ELL students in the Dual Language program receive ESL support from the Dual Language teacher, who uses proven ESL methodologies while teaching to ensure content is comprehensible to all students.

D. Professional Development and Support for School Staff

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

Professional Development is administered to our staff by our Certified ESL teachers and our network support team. Professional Developments held throughout the school year take the form of "Lunch and Learn", grade-level meetings, and during professional development days. Topics include: Best Practices and Fundamentals of Language Acquisition, Supporting Newcomer English Language Learners in your Classroom, Preparing Students for the NYSESLAT. ELL Professional Development Sessions maintain agendas and sign-in sheets as a method of keeping record of each session.

P.S. 22 seeks to incorporate even more Professional Development for our staff by infusing presentations by the ESL teachers periodically into faculty conferences and grade meetings. Faculty conference and grade meeting ESL presentations specifically highlight ESL teaching strategies, sensitivity to the cultural and psychological needs of ELLs, methods and tools for ELL differentiation in the classroom, and how to enhance achievement for ELLs in the differentiated classroom. The ESL teachers will keep record of these PD accounts with agendas and sign-in sheets for each session.

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

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

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E. Parental Involvement

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

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

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

The ESL Team and Parent Coordinator at P.S. 22 provide numerous workshops for parents of ELL students. This year’s workshops will focus on such topics as how to assist ELL students to achieve at school, preparing for the NYSESLAT, Preparing for the ELA and Math exams, choosing a middle school and how to keep ELL children engaged in learning through the summer months.

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

In addition to workshops, Public School 22 offers free educational classes to parents. The PTA offers free computer classes to ELL parents. These are instructional classes that taught parents basic computer skills. The PTA will also hold a ten week ESL class for parents. P.S. 22

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

P.S. 22 also has a Multicultural Day Celebration, during which parents of all students are invited to watch their children perform skits, dances and songs that reflect their cultures, as well as sample food from the many different cultures at our school. In addition to Multicultural Day, P.S. 22 celebrates Hispanic Heritage Month with a celebration where parents come to the school and see their children give presentations on different aspects of Hispanic culture, and Cinco De Mayo celebrations involving food, song and dance.

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

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

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

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	4	4	1	2	1								13
Intermediate(I)				3	3	5								11
Advanced (A)			4		16	9								29
Total	1	4	8	4	21	15	0	0	0	0	0	0	0	53

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	5	9		17
5	3	10	1		14
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		3	2	5	7		1	19

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		10		3				15
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			11		2		2		15
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)			3	8			1	2
Chinese Reading Test								

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

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

1. Public School 22 uses the following tools to assess the early literacy skills of our students who are English Language Learners: ECLAS-2 and Running Records. The data results are presented in the following table:

Table 1

Grade Number of ELL Students ECLAS

Grade 1: 4 The ECLAS-2 data reveals that 50% of the students performed at expected level in phonemic awareness. However, all four students performed below the expected level in listening comprehension and writing development.

Grade 2 8 The data shows that 7 of 8 students performed below the expected level in listening comprehension and writing development. 5 of 8 students performed below expected level in reading, reading rate, and oral expression. One student was on level in phonemic awareness, phonics, reading and oral expression, and listening and writing development

Grade 3 4 The data shows that all students performed below expected level in spelling. 2 students performed below level in reading rate/ reading expression and listening comprehension and writing development.

The data shows that the early literacy skills of ELLs are below level especially in grade 2. The data also shows that most of the ELLs in grades 1, 2, and 3 are below level in listening comprehension and writing. The ESL and classroom teachers will be using this data to tailor their instruction. They are utilizing strategies that will build proficiency in the various modalities and building differentiated classroom centers with activities that address specific deficiencies within the modalities.

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

Table 2

Grade Number of ELL Students NYSESLAT

Grade 1: 4 The NYSESLAT results indicate that all students are at the Beginner level in the reading and writing modalities; scoring the lowest in reading.

Grade 2 8 The data shows that 4 of 8 students are advanced in all modalities. 1 of 8 students is a Beginner in all modalities. 7 of 8 students performed the lowest in reading. One student performed the lowest in speaking.

Grade 3 4 All students are proficient in listening and speaking. One student is at the beginner level in reading and writing. 3 students are at the intermediate level in reading and writing. All students performed the lowest in writing.

Table 3

Grade Number of ELL Students NYSESLAT

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K022** School Name: **PS22**

Cluster: _____ Network: **CFN551**

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.

We identify our families in need of translations services via utilization of the Home Language Survey and use that data, along with emergency card and ATS data, to determine translation needs. Our school also interviews all parents at the time of registration, and our ESL teacher meets with all new ELL students.

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 the schools written translation and oral interpretation needs shows that most parents speak Spanish as their first language. Other languages spoken amongst the parents are Bengali, Arabic, Haitian Creole, and Fulani. Our findings have been reported to the school community via our parent coordinator, our PTA meetings, and back-packed letters. These are all provided in the parents first language, when translation services are available for those parents who speak Arabic, Bengali, and Fulani. For the Spanish and Haitian-Creole speaking parents there are interpreters in the building at all times.

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.

Language assistance services will be provided by in house school staff as well as the office of translation services. We presently have a Dual Language Teacher, and an ESL teacher who translate documents sent home to parents in Spanish. For the parents who speak Bengali, Arabic, Haitian-Creole and Fulani, we utilize the services provided by the DOE as well as the free online translation services when available.

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.

For parent-teacher conferences, translation services are provided in house as well as by contracted translators from the DOE Translation and Interpretation Unit. We have some staff members who speak Spanish, including a bilingual teacher, an ESL teacher, and several paraprofessionals as well as several teachers who speak Haitian-Creole. We at times invite local community members to translate for those parents who speak Bengali and Arabic.

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>.

We have fulfilled Section VII of Chancellor's Regulations A-663 regarding parental notification through back-pack letters, our parent coordinator, our general PA meetings and posters displayed throughout our lobby.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 22	DBN: 17K022
Cluster Leader: Debra Maldonado	Network Leader: Margaret Struk
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 43 Grades to be served by this program (check all that apply): ●K ●1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

PS22K will be implementing an after-school ESL academy using Continental Press' Finish Line for ELLs.. Based on ESL data including the ATS reports LAB-R, RLAT, RNMR, as well as teacher observations, student portfolios and classroom assessments, we find it necessary to enhance the reading and writing skills of our ELL students in grades 2-5 in order to prepare them for upcoming exams this year and the following year in order to meet AMAO requirements on the state ELA and Math exams. The Finish Line for ELLs program will provide students with the skills necessary to further enhance their English reading and writing skills, and is implemented through all content areas while addressing the four modalities of language. Finish Line for ELLs utilizes effective exercises that are designed specifically for ELLs. This program was developed to help teachers familiarize students with similar items found on English language proficiency assessments and individual state tests, implemented through the content areas. All instruction will be in English.

The program will be taught by our two certified ESL teachers once a week, broken into two groups - Grades 2-3 and Grades 4-5, beginning in December and running for 20 weeks until early May.

To enhance English Language Acquisition in all classrooms with ELLs, we will be using multi-cultural and dual-language classroom libraries representing our diverse linguistic population: Spanish, Hatian Creole, Bengali, and Arabic. Multilingual and dual language classroom libraries will include grade and proficiency level appropriate native language/English dictionaries, as well as a variety of genres in L1/English.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

During the course of the Title III program, the ESL teachers will provide three (3) 1.5-hour professional development sessions to the classroom teachers who have the largest majority of participating ELLs in their classrooms. These sessions will take place after school in January, March and May, and will be supervised by the school principal at no cost to the program. The after-school Title III professional

Part C: Professional Development

development workshops will focus on data building; strategies for ELL support, and lesson planning/differentiation of classroom lessons.

Professional Development to our general education and special education staff will be administered by our ESL certified teachers and our network support team. These professional development workshops will be held monthly during the school year, during professional development days, monthly grade level meetings and during Lunch & Learn sessions. Topics will include Best Practices and Fundamentals of Language Acquisition and Teacher Roles; Preparing for the NYSESLAT; How to Support Newcoming ELLs in your Classroom; Team Teaching; Vocabulary Strategies; Incorporating Differentiation and Academic Rigor to ELLs; How to Teach Writing to ELLs.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parents will be invited and encouraged to take part in the second hour of each after-school session, encouraging acquisition of their own English language skills while becoming familiar with their child’s curriculum and school experiences. Such participation will take the form of small group instruction and activities during the second hour of each session of the program.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		