



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** KATHERINE SNYDER

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 22K222

**PRINCIPAL:** LOUISE BLAKE **EMAIL:** LBLAKE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LINDA WAITE

## 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
Mrs. L. Blake	*Principal or Designee	
Mr. J. Salvio	*UFT Chapter Leader or Designee	
Mrs. B. O'Connor	*PA/PTA President or Designated Co-President	
Mrs. L. Grilli	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>	
	CBO Representative, if applicable	
Ms. D. Gallagher	Member/UFT Teacher	
Ms. J. Sigismondi	Member/UFT Teacher	
Mrs. S. Tasso	Member/UFT Teacher	
Mrs. A. Drimmer	Member/UFT Paraprofessional	
Mrs. T. Olivieri	Member/Assistant Principal	
Mrs. K. Allison	Member/Parent	
Mrs. A. DeCrecenzo	Member/Parent	
Mrs. M. Auteri	Member/Parent	
Mrs. L. Calafiore	Member/Parent	
Mrs. M. Clancy	Member/Parent	
Mrs. D. Russo	Member/Parent	
Mrs. T. Robinson	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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, 75% of student in Grades 3-5 will show improvement in using mathematical models and or explaining in writing, the reasoning that led to a viable solution by moving up at least one rubric level.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**After conducting an analysis of student performance data on state and school level assessments, it was determined that all students, including ELLS and Special Education students, underperformed in the area of using math models and explaining in writing the reason that led to a viable solution.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
    - **Teachers will develop mathematics word problems aligned to CCSS.**
    - **Teachers will develop grade-level rubrics in order to drive instruction and to assess student written explanations.**
    - **Teachers will differentiate activities to meet the needs of ELLS, special education, and gifted students.**
    - **Teachers will assign one extended response question a minimum of three times a week during class time.**
    - **Teachers will assign one extended response question a minimum of three times a week for homework.**
    - **Teachers will provide timely feedback to students in assessment of their written responses**
    - **Teachers will use rubrics with students to model a proficient response.**
    - **Administrators will provide professional development in creating rubrics aligned to CCSS.**
    - **Administrators will set policy requiring assignment of extended response questions during the school day and for homework.**
    - **Administrators will create a collection schedule in order to assess and monitor student progress.**
    - **Administrators will meet with teachers during pre and post observation conferences in order to provide feedback and assess growth in targeted area.**
    - **Administrators will meet with teachers in order to discuss progress of Spotlight 5 students in this area.**
    - **AIS providers will give additional support to students in the area of writing a mathematical explanation.**
  - b) staff and other resources used to implement these strategies/activities,
    - **Classroom Teachers, AIS Providers, Administrators, Paraprofessionals will work together to meet this goal.**
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - **Classroom Teachers collaborate with their colleagues during Grade Meetings and Inquiry Meetings to evaluate data and to create the academic assessments used to evaluate the progress of the students. Teachers work together to share lessons and create extended response classroom and homework assignments. Teachers will collaborate in order to modify lessons for ELLS, Special Education students, and gifted students.**
  - d) timeline for implementation.
    - **Activities will begin in September 2011 and continue through June 2012**

### Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. **(P.S. 222 is not Title 1 and therefore, does not have a PIP).**
- **Our Mathematics AIS Provider will conduct a parent orientation on supporting mathematics strategies at home.**
- **The Parent Coordinator will conduct monthly parent meetings related to topics of interest, including ARIS Parent Link and homework support.**
- **Our annual Parent Workshop on the NYS Assessments will review how parents can help students with open-ended mathematics questions.**
- **Classroom teachers will offer specific strategies to improve mathematics during orientations, parent teacher conferences and IEP meetings.**
- **Parents will be encouraged to work at home with their child through computer-based math programs, such as V-Math Live and EnVision.**
- **Parents are encouraged to borrow books and support materials from our Parent Resource Library.**

### Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Currently, all of our teachers are Highly Qualified Teachers as defined by NCLB.**
- **Our payroll secretary and administrators work closely with teachers to ensure that submit all required documentation to the state by specified deadlines.**
- **Administrators offer differentiated professional development workshops, based on the needs and interest of the teachers.**
- **Mentors and staff developers are assigned to support struggling teachers.**
- **When/if an opening arises, we have a rigorous hiring process, which includes an interview with at least two administrators, demonstration lesson, review of a portfolio, and/or contact with references.**

### Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **ELLS in Grades 3-5 participate in an Early Morning Title III Mathematics program.**
- **General Education and Special Education students participate in an Early Morning Mathematics/Literacy Support Program, according to need.**
- **Local CBOs, such as Millennium Development, New Adventures in Afterschool, and the Kings Bay Y provide homework assistance and mathematics enrichment and/or remedial support.**

### Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Classroom Teacher salaries: TL Fair Student Funding, TL ASD, TL 09 C4E ASD, Title II A Supplemental, and Universal Pre-K**

**AIS Provider salaries: TL Fair Student Funding, TL ASD**

**Administrator salaries: TL Fair Student Funding**

**EnVision Mathematics: NYSTL**

**Morning Program: Title III and TL Fair Student Funding**

**Professional Development/Inquiry Teams Per Session: TL Fair Student 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, 70% of students in Grades 3-5 will show progress in completing a task that asks them to read and analyze informational texts and write an opinion and argument in response by moving up at least one rubric level.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**After conducting an analysis of student performance data on state and school level assessments, it was determined that all students, including ELLS and Special Education students, underperformed in the area of reading and analyzing informational texts and writing opinions and arguments in response.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups

- **All students, including Special Education students and ELLS, will be required to complete a task that asks them to read and analyze informational texts and/or write an opinion and argument in response.**
  - **Teachers will work collaboratively to develop lessons that incorporate written skills needed for providing evidence to support arguments.**
  - **Teachers will meet during grade meetings and monthly Collaborative Inquiry meetings to develop rubrics to assess the use of evidence to support a claim.**
  - **Teachers will meet during monthly Collaborative Inquiry meetings to review and assess student work in this area.**
  - **Teachers will use rubrics with students to model a proficient response.**
  - **Teachers will provide timely feedback to students in assessment of their written arguments.**
  - **Administrators will provide professional development in developing rubrics aligned to CCSS.**
  - **Administrators will provide professional development in creating non-fiction writing units of study.**
  - **Administrators will meet with teachers during pre-and post-observation conferences in order to provide feedback and assess growth in targeted area.**
  - **Administrators will meet with teachers in order to discuss progress of Spotlight 5 students in this area.**
- b) staff and other resources used to implement these strategies/activities,
- **Classroom Teachers, AIS Providers, Administrators, Paraprofessionals will work together to meet this goal.**
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- **Classroom Teachers will collaborate with their colleagues during Professional Development Workshops, Grade Meetings and Inquiry Meetings to**

**create a unit of study in the area of non-fiction reading and writing that is aligned with the Common Core Standards. Teachers will collaborate in order to modify lessons for ELLS, Special Education students, and gifted students.**

d) timeline for implementation.

**Activities will begin in September 2011 and continue through June 2012.**

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. **(P.S. 222 is not Title 1 and therefore, does not have a PIP).**
- **Our Literacy AIS Provider will conduct a parent orientation on supporting reading strategies at home.**
- **Our Pre-K Teacher and Early Childhood Specialist will conduct a series of workshops on promoting Early Literacy Skills.**
- **The Parent Coordinator will conduct monthly parent meetings related to topics of interest, including ARIS Parent Link and homework support.**
- **Our annual Parent Workshop on the NYS Assessments will review how parents can help students with reading and writing strategies.**
- **Classroom teachers will offer specific strategies to improve reading and writing during orientations, parent teacher conferences and IEP meetings.**
- **Parents will be encouraged to work at home with their child through computer-based math programs, such as Ticket to Read.**
- **Parents are encouraged to borrow books and support materials from our Parent Resource Library.**

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal
- **Currently, all of our teachers are Highly Qualified Teachers as defined by NCLB.**
- **Our payroll secretary and administrators work closely with teachers to ensure that submit all required documentation to the state by specified deadlines.**
- **Administrators offer differentiated professional development workshops, based on the needs and interest of the teachers.**
- **Mentors are assigned to support struggling teachers.**
- **When/if an opening arises, we have a rigorous hiring process, which includes an interview with at least two administrators, demonstration lesson, review of a portfolio, and/or contact with references.**

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **ELLs in Grades 3-5 participate in an Extended Day program that supports literacy skills.**
- **General Education and Special Education students participate in an Early Morning Literacy Support Program, according to need.**
- **Local CBOs, such as Millennium Development, New Adventures in Afterschool, and the Kings Bay Y provide homework assistance and literacy enrichment activities.**

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Classroom Teacher salaries: TL Fair Student Funding, TL ASD, TL 09 C4E ASD, Title II A Supplemental, and Universal Pre-K**

**AIS Provider salaries: TL Fair Student Funding, TL ASD**

**Administrator salaries: TL Fair Student Funding**

**Classroom Libraries, CCS aligned books: NYSTL**

**Morning Program: Title III and TL Fair Student Funding**

**Professional Development/Inquiry Teams Per Session: TL Fair Student 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**From September 2011 through June 2012, the Principal and Assistant Principals will implement selected components of a research-based teaching framework to conduct formative observations for each teacher.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Evidence from observations during the 2010-2011 school year and 2011 Citywide expectations indicate the need to improve teaching practices and student progress.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
    1. **Administrators will provide professional development in the use of a research-based teaching framework.**
    2. **Teachers will use the research-based framework in order to self-assess and set professional goals.**
    3. **Administrators will set up and follow a schedule for teacher observations and feedback using a research-based rubric.**
    4. **Administrators will meet on a daily basis in order to discuss results of formative observations for the day.**
    5. **The school professional development team and administrators will provide teachers with support that is differentiated depending on need.**
  - b) staff and other resources used to implement these strategies/activities,
- **Classroom Teachers, AIS Providers, and Administrators will work together to meet this goal.**
  - a) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- **Teachers will participate in professional development workshops, post-observation conferences, and meetings with administrators.**
- **Teachers will use the research-based framework in order to self-assess and set professional goals.**
  - a) timeline for implementation.
- **Activities will begin in September 2011 and continue through June 2012**

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. **(P.S. 222 is not Title 1 and therefore, does not have a PIP).**

- **Not Applicable for this goal**

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- **Currently, all of our teachers are Highly Qualified Teachers as defined by NCLB.**
- **Our payroll secretary and administrators work closely with teachers to ensure that submit all required documentation to the state by specified deadlines.**

- **Administrators offer differentiated professional development workshops, based on the needs and interest of the teachers.**
- **Mentors are assigned to support struggling teachers.**
- **When/if an opening arises, we have a rigorous hiring process, which includes an interview with at least two administrators, demonstration lesson, review of a portfolio, and/or contact with references.**

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- **Administrators and teachers have received professional development on the use of research based frameworks and effective teaching practices. The support from our Network and resources from the NYC Department of Education will help us meet our goal.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Classroom Teacher salaries: TL Fair Student Funding, TL ASD, TL 09 C4E ASD, Title II A Supplemental, and Universal Pre-K**

**AIS Provider salaries: TL Fair Student Funding, TL ASD**

**Administrator salaries: TL Fair Student Funding**

**Professional Development/Inquiry Teams Per Session: TL Fair Student 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, 90% of teachers of Kindergarten through Grade Five will have participated in Collaborative Inquiry focused on developing lessons and evaluating student work aligned to the Common Core State Standards for Writing.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**As a result of an analysis of the feedback from Collaborative Inquiry meetings during the 2010-2011 school year and City-wide expectations, it was determined that all student groups need to improve in the area of nonfiction reading and writing.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - **School goals and expectations as related to Inquiry Teams will be shared with the staff through the P.S. 222 Handbook and memorandums, as well as at faculty conferences, and grade meetings.**
    - **In addition to monthly Collaborative Inquiry meetings, teachers will be provided with one extra inquiry period each month.**
    - **Per session monies will be allocated in order to further the work of the Inquiry teams.**
    - **Teachers in all grades will participate in professional development around developing writing units that are aligned to the CCSS.**
    - **Teachers in all grades will use the Collaborative Inquiry periods to create rubrics to assess student progress in writing.**
  - b) staff and other resources used to implement these strategies/activities,
    - **Classroom Teachers, AIS Providers, Administrators, Paraprofessionals will work together to meet this goal.**
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - **Classroom Teachers will collaborate with their colleagues during Professional Development Workshops, Grade Meetings and Inquiry Meetings to create a unit of study in the area of non-fiction reading and writing that is aligned with the Common Core Standards. Teachers will collaborate in order to modify lessons for ELLS, Special Education students, and gifted students.**
  - d) timeline for implementation.

**Activities began in September 2011 and will continue through June 2012.**

### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. **(P.S. 222 is not Title 1 and therefore, does not have a PIP).**

- **Our Literacy AIS Provider will conduct a parent orientation on supporting reading and writing strategies at home.**
- **Our Pre-K Teacher and Early Childhood Specialist will conduct a series of workshops on promoting Early Literacy Skills.**

- **The Parent Coordinator conducts monthly parent meetings related to topics of interest, including ARIS Parent Link and homework support.**
- **Our annual Parent Workshop on the NYS Assessments will review how parents can help students with reading and writing strategies.**
- **Classroom teachers will offer specific strategies to improve reading and writing during orientations, parent teacher conferences and IEP meeting.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Currently, all of our teachers are Highly Qualified Teachers as defined by NCLB.**
- **Our payroll secretary and administrators work closely with teachers to ensure that submit all required documentation to the state by specified deadlines.**
- **Administrators offer differentiated professional development workshops, based on the needs and interest of the teachers.**
- **Mentors are assigned to support struggling teachers.**
- **When/if an opening arises, we have a rigorous hiring process, which includes an interview with at least two administrators, demonstration lesson, review of a portfolio, and/or contact with references.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **ELLs in Grades 3-5 participate in an Extended Day program that supports literacy skills.**
- **General Education and Special Education students participate in an Early Morning Literacy Support Program, according to need.**
- **Local CBOs, such as Millennium Development, New Adventures in Afterschool, and the Kings Bay Y provide homework assistance and literacy enrichment activities.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Classroom Teacher salaries: TL Fair Student Funding, TL ASD, TL 09 C4E ASD, Title II A Supplemental, and Universal Pre-K**

**AIS Provider salaries: TL Fair Student Funding, TL ASD**

**Administrator salaries: TL Fair Student Funding**

**Professional Development/Inquiry Teams Per Session: TL Fair Student 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	15	0	N/A	N/A	0	1	1	0
<b>1</b>	13	0	N/A	N/A	0	1	1	0
<b>2</b>	11	0	N/A	N/A	0	2	1	0
<b>3</b>	20	8	N/A	N/A	0	1	1	0
<b>4</b>	47	34	4	4	0	1	1	0
<b>5</b>	25	20	0	0	0	1	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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.).

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

**At-risk Health-related Services**

Students identified as at-risk will receive services from Nurse based on the needs of the student.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (NOT APPLICABLE: P.S. 222 IS NO LONGER TITLE 1)**

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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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.

**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 <b>Jose Ruiz/Wendy Karp</b>	District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>222</b>
School Name <b>Katherine Snyder</b>			

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

Principal <b>Louise Blake</b>	Assistant Principal <b>Theresa Olivieri/Kathleen Snow</b>
Coach <b>Moira Walsh</b>	Coach <b>Jennifer Crowley</b>
ESL Teacher <b>Christine Kearney</b>	Guidance Counselor <b>Rachel Clark</b>
Teacher/Subject Area <b>Tara Hanley</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Christina O'Neill</b>
Related Service Provider <b>type here</b>	Other
Network Leader <b>type here</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>848</b>	Total Number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>5.90%</b>
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## Part II: ELL Identification Process

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

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

1. During registration, an informal oral interview is conducted with the parent/guardian and student by either the licensed TESOL, Christine Kearney, or a school administrator, Kathleen Snow. The interview is conducted in English or in the parents' native language, with the assistance of translation services. All of our parents complete a Home Language Survey (HLIS) at registration, in English or the parents' native language. This form is thoroughly explained during the interview process and is used to identify the children who speak a language other than English at home.

Based on the HLIS form and the parent interview, students who speak a language other than English are identified and administered the LAB-R within ten days of admission. The Lab-R is administered by our licensed TESOL. The Spanish Lab is administered by our Spanish speaking I.E.P. Teacher, with the assistance of the TESOL to students who are identified as ELLs. The students who score below the determined proficiency level are identified as English Language Learners and are scheduled to receive ESL instruction based on their proficiency level. Beginning and intermediate students receive 360 minutes of ESL instruction per week; advanced students receive 180 minutes of ESL instruction per week.

ESL students are evaluated annually using the NYSESLAT examination, which is administered by the licensed TESOL, Christine Kearney or a Support Teacher, Tara Hanley. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually to our English Language Learners. The assessment measures the progress of our English Language Learners as they strive for English language proficiency in speaking, listening, reading and writing. The test is administered in four sessions, one for each modality. The first section, the Speaking section, is administered to students individually. The scores are tallied on the student's speaking score sheet and then later transferred to the Writing grid for submission. The following subtests; Listening, Reading, and Writing sections are scheduled in the order that is recommended by the State. These subtests are administered to students in small groups. Testing protocols are followed to ensure the validity of the examinations.

2. After students are identified as English Language Learners, the parents receive a written notification in their home language. We conduct parent orientations within 10 days of admission, to ensure that the parents understand the three program choices: Transitional Bilingual Education, Dual Language, and Freestanding ESL. Bilingual translations are provided for parents. Within the first ten days of school, the orientations are scheduled. As new admits are registered, orientations are conducted year round, as appropriate. The orientation is conducted by our ESL Teacher, Christine Kearney. During the orientation, the three program choices are discussed with the parents and the orientation video is shown. We provide literature about program choices in their native languages. Parents complete a "Parent Survey and Program Selection" form at the conclusion of the orientation.

Our Parent Coordinator, Chris O'Neill and our ESL teacher, Chris Kearney provide outreach to parents. If a parent can not attend our Orientation session, the parent will be called and we will schedule an individual session. Both the Parent Coordinator and the ESL Teacher are available to answer questions that parents have about the program choices.

The timeline for holding the Parent Orientation about Program choices is within the first ten days of the school year or within ten days of the student registering (for late enrollments).

3. During the Orientation session, parents are given a program selection form in their native language when available. Our ESL Teacher and our Parent Coordinator reach out to parents to ensure that Parent Survey Program Selection forms are promptly returned. We employ translation and interpretation services for written and verbal communications, when needed. If a program choice form is not returned, we inform the parents that the default program for ELLs is Bilingual Education, as per CR Part 154.

Newly admitted potential ELLs are given the LAB-R test. Based on the results, parents/guardians are sent home a placement letter with a signed receipt requested. Previous ELLs are given a continuation of services letter based on their NYSESLAT score. These letters are sent home in the native language. We ask that parents return an acknowledgement receipt. The ESL teacher or Parent Coordinator will contact parents who do not return the receipt.

4. At Parent Orientation, all program choices are reviewed with parents in their native language. After the Parent Choice form is returned, it is reviewed by the TESOL and a school administrator. If a parent chooses Free-Standing ESL, the child is immediately placed in our current program. If a parent chooses a Bilingual program, we will tally the number of parents choosing that program. If we have 15 students in contiguous grades that speak the same language, we will open the class. If we do not have sufficient numbers to open the class, the parent is told that we will open that class if/when we have enough students to fill the class. Parents/Guardians who select Transitional Bilingual Programs are informed they have the option to transfer to another school. If they choose not to transfer their child, the parent/guardian is informed that the child will be placed in our Free-Standing ESL program and we will notify them when/if we have the appropriate number of students to open the Bilingual class.

5. Historically, the majority of our parents have requested Freestanding ESL programs as their first choice for their children. After reviewing the Parent Survey Program Selection form data for 2008-2011, we note that 100% of our general education parents who completed the survey have selected Freestanding English as a Second Language. Of our special education ELLs, 4 students have selected the Transitional Bilingual Program. These students receive an Alternate Placement Paraprofessional, as per their I.E.P. mandate.

6. P.S. 222 continues to be in full alignment with the parents' request. We offer a Freestanding English as a Second Language program, as requested by the parents. In addition, we are offering Alternate Placement Paraprofessionals for native language support for those special education students who did not select the Freestanding E.S.L. program. We will continue to monitor Program Selection forms in order to keep track of parents who are interested in a program other than Free Standing ESL.

## 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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	45	0	16	5		3				50
<b>Total</b>	<b>45</b>	<b>0</b>	<b>16</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>

Number of ELLs in a TBE program who are in alternate placement: 4

### 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

**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
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	4	4	2	3	1	1								15
Chinese	1	2	1	1	1	1								7
Russian	2	1	3	2										8
Bengali			1											1
Urdu	2	5			1	1								9
Arabic			1											1
Haitian	1	1	2	1										5
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other		1		1										2
<b>TOTAL</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>50</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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. P.S. 222 has a freestanding English as a Second Language Program in grades Kindergarten through Fifth Grade. Instruction is delivered through a push-in/pull-out organizational model. Groups are formed heterogeneously with mixed proficiency levels in the same group.

2. As per CR Part 154, all ELLs received ESL services based on their NYSESLAT or LAB-R proficiency level. All beginning and intermediate ELLs receive 360 minutes of ESL instruction.; all advanced level ELLs receive 180 minutes of instruction provided by our licensed ESL teacher. The ESL Teacher and a school administrator have scheduled blocks of time in the ESL program schedule to ensure

## A. Programming and Scheduling Information

that all ELLs receive their mandates.

2a. Advanced ELLs receive 180 minutes of ESL instruction. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction. These students receive 25% of their instructional time with native language usage and supports. Native language support is provided through bilingual dictionaries, textbooks, libraries, and bilingual websites to help accelerate learning.

3. Content area instruction is provided in English while using ESL methodology and instructional strategies, including TPR, alternate text sets, vocabulary development, the To, With and By Approach, scaffolding, etc. Native language supports are provided as needed. Instruction is aligned to the New York State ESL Standards, as well as the New York State Learning Standards with a focus on incorporating the Common Core Standards. Teachers closely align instruction and adhere to all mandates directed by the NCLB requirements.

4. The ESL Teacher and Testing Coordinator work closely together to ensure that students are evaluated with the appropriate testing modifications. Whenever possible, we use bilingual teachers and paraprofessionals to translate content area school-wide assessments. When available, we provide translated editions for the New York State Mathematics exam and New York State Science examination. If a translated edition of the exam is not available, we will make every attempt to find a pedagogue to translate the exam for the student.

5. All ELL students receive the same access to grade level, rigorous instruction, which is modified depending on need. The ELL students receive differentiated instruction by teaching for understanding. Through the use of essential questioning we foster higher order thinking and promote self-assessment and reflection. The TESOL, classroom teachers and cluster teachers differentiate instruction based on individual needs. Our staff evaluates data of ELL students, including running records, interim assessments, classroom assessments, observations and articulation to plan for differentiated instruction. For example, every ELL student is placed in a guided reading group based on DRA and/or ECLAS results. In mathematics, small group instruction is provided based on need. Center activities provide additional differentiated support in reading, writing and mathematics. In all content areas, teachers create vocabulary cards and bilingual glossaries.

5a. P.S. 222 has developed an instructional plan for SIFES: In the event we determine that a new student has had an interrupted education and is two years below grade level, we plan to provide a SIFE with their mandated ESL instruction, as per CR 154 regulations. In addition, the student would be invited to our Title III morning program and our Extended Day program. The student would be assessed and provided with Academic Intervention Services that match their needs. The classroom teacher, cluster teachers and ESL Teacher would provide differentiated support, depending on the student's needs.

5b. P.S. 222 has developed an instructional plan for newcomer ELLs: For newcomer ELLs and ELLs in the U.S. schools for less than three years, we provide ESL services based on CR 154 regulations. In addition, these students receive Academic Intervention Services as necessary, through a push-in or pull-out program. Newcomer ELL students are also invited to attend our ESL morning program, and extended day. The classroom teacher, cluster teachers, and ESL Teacher would provide differentiated support, depending on the students' need.

5c: P.S. 222 has developed an instructional plan for students who are ELLs for four-six years: For students who do not attain proficiency as measured by the NYSESLAT after 4-6 years of services, we apply for an extension of ESL services. Long term ELLs receive mandated ESL services and are invited to attend our ESL morning program. They are also provided Academic Intervention Services, as appropriate. The classroom teacher, cluster teachers and ESL Teacher would provide differentiated support, depending on the students' need.

5d: P.S. 222 has developed an instructional plan for students who are long term ELLs: For students who do not attain proficiency as measured by the NYSESLAT after 6 years of services, we apply for an extension of ESL services. These students receive mandated ESL services and are invited to attend our ESL morning program and extended day. They are also provided Academic Intervention Services, as appropriate. The classroom teacher, cluster teachers, and ESL teacher would provide differentiated support, depending on the students' need. The Student Support Team would meet to discuss the students' lack of progress and create an individualized plan of action that will match the students with an appropriate Tier II or III intervention.

## A. Programming and Scheduling Information

6. ELLs with disabilities are provided ESL services as per CR 154 regulations. Materials and methodologies are adapted to meet the specific needs of these students and to meet their IEP goals. For example, we will use tactile materials, Lean Frog, Big Books, and

### 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%	Dual Language		
75%	Dual Language		
50%	Dual Language		
25%	Dual Language		
100%	Freestanding ESL		
75%	Freestanding ESL		
50%	Freestanding ESL		
25%	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

## Courses Taught in Languages Other than English

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

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

8. P.S. 222 offers targeted intervention programs for ELLs in Mathematics, ELA, and Science. These interventions are taught in English, with native language supports. We offer a morning mathematics support program for ELLs in Grades 3-5. This program meets two times per week for 1 hour each day. In addition, selected ELLs will receive Academic Intervention Services in mathematics. We provide Extended Day instruction for ESL students in ELA three afternoons a week for 38 minutes. In addition, selected ELLs will receive Academic Intervention in ELA. Our Science Teachers provide additional support to fourth grade ELLs during their administration period to review for the New York State Science Examination.

We offer a variety of intervention services that are research based. These include New Heights, Foundations, and Great Leaps. We use technology programs such as Reading Plus Fluency, V-Math Live, Earobics, Headsprout, Pebble-Go, and Ticket to Read to support and enhance learning.

9. P.S. 222 provides continued transitional support for students who have reached proficiency on the NYSESLAT. This support is provided by the classroom teachers through Tier 1 intervention. If needed, additional support is provided through Academic Intervention Services, before school academic programs, extended day, and related services. These former ELLs (F-ELLs) will continue to receive testing accommodations on assessments for up to two years after attaining proficiency on 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.
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11. During previous years, we used Imagine Learning exclusively with our ELLs. After careful analysis, we have decided to discontinue its use. Student use of the program was limited because students could only use the program in the ESL classroom. Student progress with the program did not meet our expectations.

12. ELLs are afforded equal access to all specialized services and programs. Notices about these services are sent home in the parents' native language. Many of our ELLs are members of our chorus, school band, art club, and student council. In addition, ELLs have equal opportunity to participate in our StoryTelling Contest, Mock Trial, and school plays.

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

14. Native language support is provided through the use of glossaries, bilingual dictionaries, and technology programs. We purchased the Spanish Edition EnVision Mathematics textbook for our Spanish speaking students. In the classroom, students use on-line bilingual translators to assist with oral and written communication. In addition, we assign bilingual paraprofessionals to support ESL students in the classroom and during extended day.

15. All ESL students receive the required service supports in accordance with CR154 mandates. Students are grouped for ESL

## 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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11. During previous years, we used Imagine Learning exclusively with our ELLs. After careful analysis, we have decided to discontinue its use. Student use of the program was limited because students could only use the program in the ESL classroom. Student progress with the program did not meet our expectations.

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

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15. All ESL students receive the required service supports in accordance with CR154 mandates. Students are grouped for ESL instruction, with other students who are in the same or contiguous grades. In addition, we have purchased high interest/low readability texts

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

**Beginning**

**Intermediate**

**Advanced**

**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)?

Not Applicable

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

**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.

1. Professional Development is offered to all teachers who work with ELL students. The ESL Teacher, classroom teachers, and cluster teachers receive school based professional development in the areas that have been identified as high priority. For example, they participate in professional development on differentiating instruction, questioning that promotes higher order thinking, and building word attack skills. This year, there is an emphasis on answering extended response questions in mathematics. In addition, the ESL Teacher and selected teachers who work with ELL students, attended a workshop series on developing Academic Language that is offered by network personnel. The ESL Teacher provides professional development on successful practices for ELLs during the monthly faculty conferences.

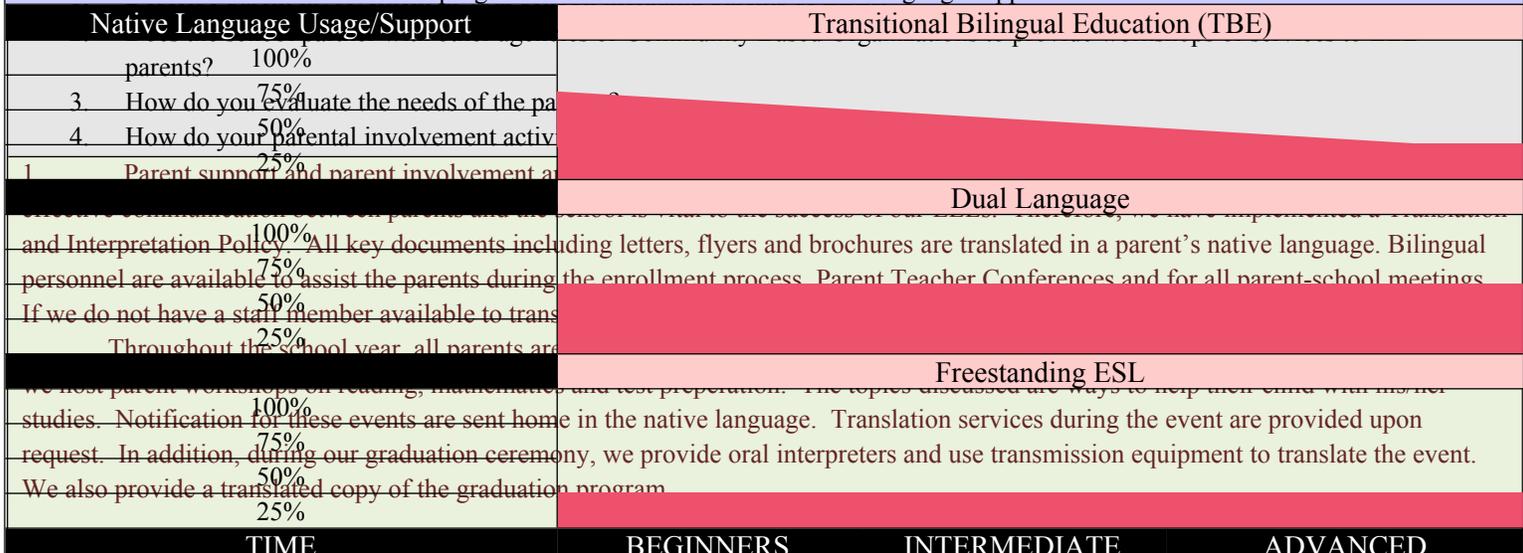
In addition, this year, we have an ESL Inquiry Team. Teachers of ELLs in Grades 3-5 will meet monthly with the school administration and the ESL teacher. Together we will analyze the progress of our ELLs, identify trends and academic needs. The team will conduct research on best practices for supporting our ELLs.

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

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

**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.



TIME

BEGINNERS

INTERMEDIATE

ADVANCED

## 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. Parent support and parent involvement are an integral part of all academic programs and endeavors at P.S. 222. We recognize that effective communication between parents and the school is vital to the success of our ELLs. Therefore, we have implemented a Translation and Interpretation Policy. All key documents including letters, flyers and brochures are translated in a parent's native language. Bilingual personnel are available to assist the parents during the enrollment process, Parent Teacher Conferences and for all parent-school meetings. If we do not have a staff member available to translate, we use the Over the Phone Interpretation Unit to assist us.

Throughout the school year, all parents are welcome to attend celebrations, class trips, performances, and fundraisers. In addition, we host parent workshops on reading, mathematics and test preparation. The topics discussed are ways to help their child with his/her studies. Notification for these events are sent home in the native language. Translation services during the event are provided upon request. In addition, during our graduation ceremony, we provide oral interpreters and use transmission equipment to translate the event. We also provide a translated copy of the graduation program.

2. Our ESL teacher and school social worker have a list of community organizations that offer support for ELL parents. During the parent orientation, our ESL Teacher informs parents of these resources. The list of resources is provided upon request.

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

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

## B. Programming and Scheduling Information--Continued

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15. All ESL students receive the required service supports in accordance with CR154 mandates. Students are grouped for ESL

## B. Programming and Scheduling Information--Continued

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## Additional Information

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

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

## 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)?

Not Applicable

## 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.

1. Professional Development is offered to all teachers who work with ELL students. The ESL Teacher, classroom teachers, and cluster teachers receive school based professional development in the areas that have been identified as high priority. For example, they participate in professional development on differentiating instruction, questioning that promotes higher order thinking, and building word attack skills. This year, there is an emphasis on answering extended response questions in mathematics. In addition, the ESL Teacher and selected teachers who work with ELL students, attended a workshop series on developing Academic Language that is offered by network personnel. The ESL Teacher provides professional development on successful practices for ELLs during the monthly faculty conferences.

In addition, this year, we have an ESL Inquiry Team. Teachers of ELLs in Grades 3-5 will meet monthly with the school administration and the ESL teacher. Together we will analyze the progress of our ELLs, identify trends and academic needs. The team will conduct research on best practices for supporting our ELLS.

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

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

## E. Parental Involvement

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

1. Parent support and parent involvement are an integral part of all academic programs and endeavors at P.S. 222. We recognize that effective communication between parents and the school is vital to the success of our ELLs. Therefore, we have implemented a Translation

## E. Parental Involvement

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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. Parent support and parent involvement are an integral part of all academic programs and endeavors at P.S. 222. We recognize that effective communication between parents and the school is vital to the success of our ELLs. Therefore, we have implemented a Translation and Interpretation Policy. All key documents including letters, flyers and brochures are translated in a parent's native language. Bilingual personnel are available to assist the parents during the enrollment process, Parent Teacher Conferences and for all parent-school meetings. If we do not have a staff member available to translate, we use the Over the Phone Interpretation Unit to assist us.

Throughout the school year, all parents are welcome to attend celebrations, class trips, performances, and fundraisers. In addition, we host parent workshops on reading, mathematics and test preparation. The topics discussed are ways to help their child with his/her studies. Notification for these events are sent home in the native language. Translation services during the event are provided upon request. In addition, during our graduation ceremony, we provide oral interpreters and use transmission equipment to translate the event. We also provide a translated copy of the graduation program.

2. Our ESL teacher and school social worker have a list of community organizations that offer support for ELL parents. During the parent orientation, our ESL Teacher informs parents of these resources. The list of resources is provided upon request.

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	1	1	1	1								12
Intermediate(I)	5	4	2	2	2	1								16
Advanced (A)	4	4	3											11
Total	14	11	6	3	3	2	0	0	0	0	0	0	0	39

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	1	4	0	1	0	6
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. P.S. 222 uses DRA and E-CLAS 2 to assess early literacy skills, in addition to classroom assessments and teacher observations. Data gathered from Spring 2011 ECLAS-2 administration and analysis of June 2011 DRA level's indicate that our early grade ELLS made

## 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.

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## Part VI: LAP Assurances

**School Name:**

**222**

**School DBN: 22k222**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louise Blake	Principal		10/31/11
Theresa Olivieri	Assistant Principal		10/31/11
Christina O'Neill	Parent Coordinator		10/31/11
Christine Kearney	ESL Teacher		10/31/11
	Parent		
Jennifer Crowley	Teacher/Subject Area		10/31/11
Moira Walsh	Teacher/Subject Area		10/31/11
Tara Hanley	Coach		10/31/11
	Coach		
Rachel Clark	Guidance Counselor		10/31/11
	Network Leader		1/1/01
Kathleen Snow	Other <u>Assistant Principa</u>		10/31/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 22k222      **School Name:** Katherine Snyder

**Cluster:** 6      **Network:** 605

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

**Part A: Needs Assessment Findings**

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

In September 2011, the "Parents' Preferred Language" form was sent home to the family of every student. This NYCDOE-created form is translated into 9 languages and requests parents to indicate their preference for both written and oral communications with the school. In addition, our ESL Teacher and Pupil Accounting Secretary review Home Language Surveys of all students who register for our school. Informal interviews are conducted by pedagogues. Translation and Interpretation services are implemented when necessary.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After surveying the needs of the school, we found that we needed to translate documents and provide oral translations for the following languages: Spanish, Russian, Haitian Creole, Urdu, Chinese, Arabic, Bengali.

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

## Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

During large parent meetings and at our graduation ceremony we use translation equipment. We purchased Translation Equipment from C.S.G. that includes headsets for parents and a microphone and transmitter for our translators. Our parents are able to sit in the audience wearing the headset as the event is being translated in their native language through the use of this equipment. We hire Simultaneous Translators from L.I.S. for our graduation ceremony for any languages that we do not have a staff member who can offer these services (for example, Chinese and Punjabi).

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>.

P.S. 222 is committed to fulfilling Chancellor's Regulation A 663. We have read the regulation and are in compliance. We distribute the Parent Preferred Language form to all parents in September or upon admittance during the school year. Based on the feedback from the forms, we determine the need for translation services. After it is determined that a student's family needs translation services, this information is listed in ATS and on the student's blue card. In addition, a list that identifies our school's translation needs is compiled and updated throughout the year. This list is distributed to all administrators, teachers, secretaries, the parent coordinator, and school aids who are responsible for communicating with the families of ELLS and those who are responsible for reproducing documents. All important documents, including letters, notifications, invitations and report card documents are translated in the necessary languages and distributed to the appropriate students. In addition, we have signs at the security desk, main office, and Parent Coordinator's office that describe the availability of translation and interpretation services. The sign is written in the nine most common languages.

**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 <b>Jose Ruiz/Wendy Karp</b>	District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>222</b>
School Name <b>Katherine Snyder</b>			

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

Principal <b>Louise Blake</b>	Assistant Principal <b>Theresa Olivieri/Kathleen Snow</b>
Coach <b>Moira Walsh</b>	Coach <b>Jennifer Crowley</b>
ESL Teacher <b>Christine Kearney</b>	Guidance Counselor <b>Rachel Clark</b>
Teacher/Subject Area <b>Tara Hanley</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Christina O'Neill</b>
Related Service Provider <b>type here</b>	Other
Network Leader <b>type here</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>848</b>	Total Number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>5.90%</b>
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## Part II: ELL Identification Process

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

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

1. During registration, an informal oral interview is conducted with the parent/guardian and student by either the licensed TESOL, Christine Kearney, or a school administrator, Kathleen Snow. The interview is conducted in English or in the parents' native language, with the assistance of translation services. All of our parents complete a Home Language Survey (HLIS) at registration, in English or the parents' native language. This form is thoroughly explained during the interview process and is used to identify the children who speak a language other than English at home.

Based on the HLIS form and the parent interview, students who speak a language other than English are identified and administered the LAB-R within ten days of admission. The Lab-R is administered by our licensed TESOL. The Spanish Lab is administered by our Spanish speaking I.E.P. Teacher, with the assistance of the TESOL to students who are identified as ELLs. The students who score below the determined proficiency level are identified as English Language Learners and are scheduled to receive ESL instruction based on their proficiency level. Beginning and intermediate students receive 360 minutes of ESL instruction per week; advanced students receive 180 minutes of ESL instruction per week.

ESL students are evaluated annually using the NYSESLAT examination, which is administered by the licensed TESOL, Christine Kearney or a Support Teacher, Tara Hanley. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually to our English Language Learners. The assessment measures the progress of our English Language Learners as they strive for English language proficiency in speaking, listening, reading and writing. The test is administered in four sessions, one for each modality. The first section, the Speaking section, is administered to students individually. The scores are tallied on the student's speaking score sheet and then later transferred to the Writing grid for submission. The following subtests; Listening, Reading, and Writing sections are scheduled in the order that is recommended by the State. These subtests are administered to students in small groups. Testing protocols are followed to ensure the validity of the examinations.

2. After students are identified as English Language Learners, the parents receive a written notification in their home language. We conduct parent orientations within 10 days of admission, to ensure that the parents understand the three program choices: Transitional Bilingual Education, Dual Language, and Freestanding ESL. Bilingual translations are provided for parents. Within the first ten days of school, the orientations are scheduled. As new admits are registered, orientations are conducted year round, as appropriate. The orientation is conducted by our ESL Teacher, Christine Kearney. During the orientation, the three program choices are discussed with the parents and the orientation video is shown. We provide literature about program choices in their native languages. Parents complete a "Parent Survey and Program Selection" form at the conclusion of the orientation.

Our Parent Coordinator, Chris O'Neill and our ESL teacher, Chris Kearney provide outreach to parents. If a parent can not attend our Orientation session, the parent will be called and we will schedule an individual session. Both the Parent Coordinator and the ESL Teacher are available to answer questions that parents have about the program choices.

The timeline for holding the Parent Orientation about Program choices is within the first ten days of the school year or within ten days of the student registering (for late enrollments).

3. During the Orientation session, parents are given a program selection form in their native language when available. Our ESL Teacher and our Parent Coordinator reach out to parents to ensure that Parent Survey Program Selection forms are promptly returned. We employ translation and interpretation services for written and verbal communications, when needed. If a program choice form is not returned, we inform the parents that the default program for ELLs is Bilingual Education, as per CR Part 154.

Newly admitted potential ELLs are given the LAB-R test. Based on the results, parents/guardians are sent home a placement letter with a signed receipt requested. Previous ELLs are given a continuation of services letter based on their NYSESLAT score. These letters are sent home in the native language. We ask that parents return an acknowledgement receipt. The ESL teacher or Parent Coordinator will contact parents who do not return the receipt.

4. At Parent Orientation, all program choices are reviewed with parents in their native language. After the Parent Choice form is returned, it is reviewed by the TESOL and a school administrator. If a parent chooses Free-Standing ESL, the child is immediately placed in our current program. If a parent chooses a Bilingual program, we will tally the number of parents choosing that program. If we have 15 students in contiguous grades that speak the same language, we will open the class. If we do not have sufficient numbers to open the class, the parent is told that we will open that class if/when we have enough students to fill the class. Parents/Guardians who select Transitional Bilingual Programs are informed they have the option to transfer to another school. If they choose not to transfer their child, the parent/guardian is informed that the child will be placed in our Free-Standing ESL program and we will notify them when/if we have the appropriate number of students to open the Bilingual class.

5. Historically, the majority of our parents have requested Freestanding ESL programs as their first choice for their children. After reviewing the Parent Survey Program Selection form data for 2008-2011, we note that 100% of our general education parents who completed the survey have selected Freestanding English as a Second Language. Of our special education ELLs, 4 students have selected the Transitional Bilingual Program. These students receive an Alternate Placement Paraprofessional, as per their I.E.P. mandate.

6. P.S. 222 continues to be in full alignment with the parents' request. We offer a Freestanding English as a Second Language program, as requested by the parents. In addition, we are offering Alternate Placement Paraprofessionals for native language support for those special education students who did not select the Freestanding E.S.L. program. We will continue to monitor Program Selection forms in order to keep track of parents who are interested in a program other than Free Standing ESL.

## 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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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#

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

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

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	45	0	16	5		3					50
<b>Total</b>	<b>45</b>	<b>0</b>	<b>16</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>50</b>

Number of ELLs in a TBE program who are in alternate placement: 4

**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

**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
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	4	4	2	3	1	1								15
Chinese	1	2	1	1	1	1								7
Russian	2	1	3	2										8
Bengali			1											1
Urdu	2	5			1	1								9
Arabic			1											1
Haitian	1	1	2	1										5
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other		1		1										2
<b>TOTAL</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>50</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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. P.S. 222 has a freestanding English as a Second Language Program in grades Kindergarten through Fifth Grade. Instruction is delivered through a push-in/pull-out organizational model. Groups are formed heterogeneously with mixed proficiency levels in the same group.

2. As per CR Part 154, all ELLs received ESL services based on their NYSESLAT or LAB-R proficiency level. All beginning and intermediate ELLs receive 360 minutes of ESL instruction.; all advanced level ELLs receive 180 minutes of instruction provided by our licensed ESL teacher. The ESL Teacher and a school administrator have scheduled blocks of time in the ESL program schedule to ensure

## A. Programming and Scheduling Information

that all ELLs receive their mandates.

2a. Advanced ELLs receive 180 minutes of ESL instruction. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction. These students receive 25% of their instructional time with native language usage and supports. Native language support is provided through bilingual dictionaries, textbooks, libraries, and bilingual websites to help accelerate learning.

3. Content area instruction is provided in English while using ESL methodology and instructional strategies, including TPR, alternate text sets, vocabulary development, the To, With and By Approach, scaffolding, etc. Native language supports are provided as needed. Instruction is aligned to the New York State ESL Standards, as well as the New York State Learning Standards with a focus on incorporating the Common Core Standards. Teachers closely align instruction and adhere to all mandates directed by the NCLB requirements.

4. The ESL Teacher and Testing Coordinator work closely together to ensure that students are evaluated with the appropriate testing modifications. Whenever possible, we use bilingual teachers and paraprofessionals to translate content area school-wide assessments. When available, we provide translated editions for the New York State Mathematics exam and New York State Science examination. If a translated edition of the exam is not available, we will make every attempt to find a pedagogue to translate the exam for the student.

5. All ELL students receive the same access to grade level, rigorous instruction, which is modified depending on need. The ELL students receive differentiated instruction by teaching for understanding. Through the use of essential questioning we foster higher order thinking and promote self-assessment and reflection. The TESOL, classroom teachers and cluster teachers differentiate instruction based on individual needs. Our staff evaluates data of ELL students, including running records, interim assessments, classroom assessments, observations and articulation to plan for differentiated instruction. For example, every ELL student is placed in a guided reading group based on DRA and/or ECLAS results. In mathematics, small group instruction is provided based on need. Center activities provide additional differentiated support in reading, writing and mathematics. In all content areas, teachers create vocabulary cards and bilingual glossaries.

5a. P.S. 222 has developed an instructional plan for SIFES: In the event we determine that a new student has had an interrupted education and is two years below grade level, we plan to provide a SIFE with their mandated ESL instruction, as per CR 154 regulations. In addition, the student would be invited to our Title III morning program and our Extended Day program. The student would be assessed and provided with Academic Intervention Services that match their needs. The classroom teacher, cluster teachers and ESL Teacher would provide differentiated support, depending on the student's needs.

5b. P.S. 222 has developed an instructional plan for newcomer ELLs: For newcomer ELLs and ELLs in the U.S. schools for less than three years, we provide ESL services based on CR 154 regulations. In addition, these students receive Academic Intervention Services as necessary, through a push-in or pull-out program. Newcomer ELL students are also invited to attend our ESL morning program, and extended day. The classroom teacher, cluster teachers, and ESL Teacher would provide differentiated support, depending on the students' need.

5c: P.S. 222 has developed an instructional plan for students who are ELLs for four-six years: For students who do not attain proficiency as measured by the NYSESLAT after 4-6 years of services, we apply for an extension of ESL services. Long term ELLs receive mandated ESL services and are invited to attend our ESL morning program. They are also provided Academic Intervention Services, as appropriate. The classroom teacher, cluster teachers and ESL Teacher would provide differentiated support, depending on the students' need.

5d: P.S. 222 has developed an instructional plan for students who are long term ELLs: For students who do not attain proficiency as measured by the NYSESLAT after 6 years of services, we apply for an extension of ESL services. These students receive mandated ESL services and are invited to attend our ESL morning program and extended day. They are also provided Academic Intervention Services, as appropriate. The classroom teacher, cluster teachers, and ESL teacher would provide differentiated support, depending on the students' need. The Student Support Team would meet to discuss the students' lack of progress and create an individualized plan of action that will match the students with an appropriate Tier II or III intervention.

## A. Programming and Scheduling Information

6. ELLs with disabilities are provided ESL services as per CR 154 regulations. Materials and methodologies are adapted to meet the specific needs of these students and to meet their IEP goals. For example, we will use tactile materials, Lean Frog, Big Books, and

### 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%	Dual Language		
75%	Dual Language		
50%	Dual Language		
25%	Dual Language		
100%	Freestanding ESL		
75%	Freestanding ESL		
50%	Freestanding ESL		
25%	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

## Courses Taught in Languages Other than English

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

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

8. P.S. 222 offers targeted intervention programs for ELLs in Mathematics, ELA, and Science. These interventions are taught in English, with native language supports. We offer a morning mathematics support program for ELLs in Grades 3-5. This program meets two times per week for 1 hour each day. In addition, selected ELLs will receive Academic Intervention Services in mathematics. We provide Extended Day instruction for ESL students in ELA three afternoons a week for 38 minutes. In addition, selected ELLs will receive Academic Intervention in ELA. Our Science Teachers provide additional support to fourth grade ELLs during their administration period to review for the New York State Science Examination.

We offer a variety of intervention services that are research based. These include New Heights, Foundations, and Great Leaps. We use technology programs such as Reading Plus Fluency, V-Math Live, Earobics, Headsprout, Pebble-Go, and Ticket to Read to support and enhance learning.

9. P.S. 222 provides continued transitional support for students who have reached proficiency on the NYSESLAT. This support is provided by the classroom teachers through Tier 1 intervention. If needed, additional support is provided through Academic Intervention Services, before school academic programs, extended day, and related services. These former ELLs (F-ELLs) will continue to receive testing accommodations on assessments for up to two years after attaining proficiency on 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.
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. P.S. 222 offers targeted intervention programs for ELLs in Mathematics, ELA, and Science. These interventions are taught in English, with native language supports. We offer a morning mathematics support program for ELLs in Grades 3-5. This program meets two times per week for 1 hour each day. In addition, selected ELLs will receive Academic Intervention Services in mathematics. We provide Extended Day instruction for ESL students in ELA three afternoons a week for 38 minutes. In addition, selected ELLs will receive Academic Intervention in ELA. Our Science Teachers provide additional support to fourth grade ELLs during their administration period to review for the New York State Science Examination.

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10. We are in the process of researching a new support programs for our ELLs. Although a final determination has not been made, we are looking for programs that will support our ELLs in the area of mathematics and literacy, with native language support. We are considering the purchase of the Award Reading program and Destination Math.

11. During previous years, we used Imagine Learning exclusively with our ELLs. After careful analysis, we have decided to discontinue its use. Student use of the program was limited because students could only use the program in the ESL classroom. Student progress with the program did not meet our expectations.

12. ELLs are afforded equal access to all specialized services and programs. Notices about these services are sent home in the parents' native language. Many of our ELLs are members of our chorus, school band, art club, and student council. In addition, ELLs have equal opportunity to participate in our StoryTelling Contest, Mock Trial, and school plays.

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

14. Native language support is provided through the use of glossaries, bilingual dictionaries, and technology programs. We purchased the Spanish Edition EnVision Mathematics textbook for our Spanish speaking students. In the classroom, students use on-line bilingual translators to assist with oral and written communication. In addition, we assign bilingual paraprofessionals to support ESL students in the classroom and during extended day.

15. All ESL students receive the required service supports in accordance with CR154 mandates. Students are grouped for ESL

## 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.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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We offer a variety of intervention services that are research based. These include New Heights, Foundations, and Great Leaps. We use technology programs such as Reading Plus Fluency, V-Math Live, Earobics, Headsprout, Pebble-Go, and Ticket to Read to support and enhance learning.

9. P.S. 222 provides continued transitional support for students who have reached proficiency on the NYSESLAT. This support is provided by the classroom teachers through Tier 1 intervention. If needed, additional support is provided through Academic Intervention Services, before school academic programs, extended day, and related services. These former ELLs (F-ELLs) will continue to receive testing accommodations on assessments for up to two years after attaining proficiency on the NYSESLAT.

10. We are in the process of researching a new support programs for our ELLs. Although a final determination has not been made, we are looking for programs that will support our ELLs in the area of mathematics and literacy, with native language support. We are considering the purchase of the Award Reading program and Destination Math.

11. During previous years, we used Imagine Learning exclusively with our ELLs. After careful analysis, we have decided to discontinue its use. Student use of the program was limited because students could only use the program in the ESL classroom. Student progress with the program did not meet our expectations.

12. ELLs are afforded equal access to all specialized services and programs. Notices about these services are sent home in the parents' native language. Many of our ELLs are members of our chorus, school band, art club, and student council. In addition, ELLs have equal opportunity to participate in our StoryTelling Contest, Mock Trial, and school plays.

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

14. Native language support is provided through the use of glossaries, bilingual dictionaries, and technology programs. We purchased the Spanish Edition EnVision Mathematics textbook for our Spanish speaking students. In the classroom, students use on-line bilingual translators to assist with oral and written communication. In addition, we assign bilingual paraprofessionals to support ESL students in the classroom and during extended day.

15. All ESL students receive the required service supports in accordance with CR154 mandates. Students are grouped for ESL instruction, with other students who are in the same or contiguous grades. In addition, we have purchased high interest/low readability texts

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

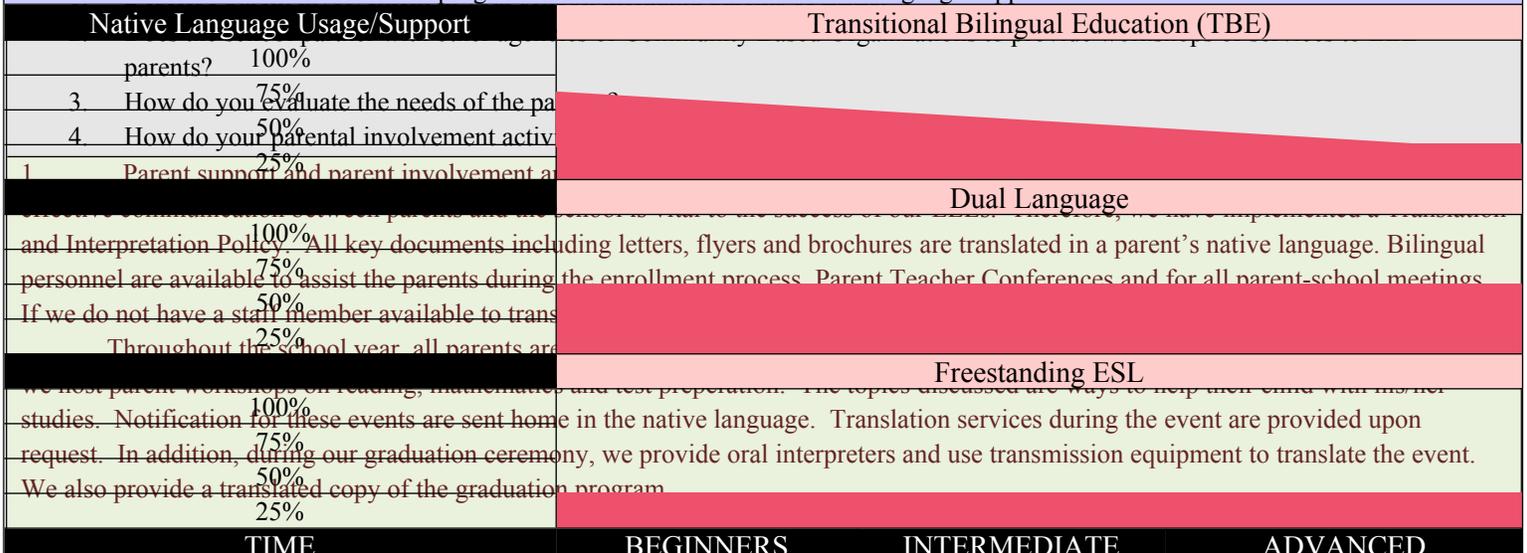
	Beginning	Intermediate	Advanced
<b>C. Schools with Dual Language Programs</b>			
1. How much time (%) is the target language used for EPs and ELLs in each grade?			
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?			
3. How is language separated 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)?			
Not Applicable			

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

<b>D. Professional Development and Support for School Staff</b>			
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.			
<p>1. Professional Development is offered to all teachers who work with ELL students. The ESL Teacher, classroom teachers, and cluster teachers receive school based professional development in the areas that have been identified as high priority. For example, they participate in professional development on differentiating instruction, questioning that promotes higher order thinking, and building word attack skills. This year, there is an emphasis on answering extended response questions in mathematics. In addition, the ESL Teacher and selected teachers who work with ELL students, attended a workshop series on developing Academic Language that is offered by network personnel. The ESL Teacher provides professional development on successful practices for ELLs during the monthly faculty conferences.</p> <p>In addition, this year, we have an ESL Inquiry Team. Teachers of ELLs in Grades 3-5 will meet monthly with the school administration and the ESL teacher. Together we will analyze the progress of our ELLs, identify trends and academic needs. The team will conduct research on best practices for supporting our ELLS.</p> <p>2. Staff members are provided supports as they transition ELLs from one grade level to the other. This support is provided through conferences with the ESL Teacher, administrators and/or network support. Teachers also work closely with the Parent Coordinator, SBST members, etc., as they support ELL students through the middle school application process. In addition, classroom teachers are given time at the beginning of the year to confer with each other about ELL students.</p> <p>3. The 7.5 hours of professional development is provided through Faculty Conferences, Professional Development days, network PD offerings, pre and post observation conferences, Inquiry Teams and Spotlight 5 meetings. Handouts, agendas, faculty notes and attendance sheets are maintained in our professional development binder.</p>			

**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.



TIME

BEGINNERS

INTERMEDIATE

ADVANCED

## **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. Parent support and parent involvement are an integral part of all academic programs and endeavors at P.S. 222. We recognize that effective communication between parents and the school is vital to the success of our ELLs. Therefore, we have implemented a Translation and Interpretation Policy. All key documents including letters, flyers and brochures are translated in a parent's native language. Bilingual personnel are available to assist the parents during the enrollment process, Parent Teacher Conferences and for all parent-school meetings. If we do not have a staff member available to translate, we use the Over the Phone Interpretation Unit to assist us.

Throughout the school year, all parents are welcome to attend celebrations, class trips, performances, and fundraisers. In addition, we host parent workshops on reading, mathematics and test preparation. The topics discussed are ways to help their child with his/her studies. Notification for these events are sent home in the native language. Translation services during the event are provided upon request. In addition, during our graduation ceremony, we provide oral interpreters and use transmission equipment to translate the event. We also provide a translated copy of the graduation program.

2. Our ESL teacher and school social worker have a list of community organizations that offer support for ELL parents. During the parent orientation, our ESL Teacher informs parents of these resources. The list of resources is provided upon request.

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

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

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

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17. What language electives are offered to ELLs?

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## B. Programming and Scheduling Information--Continued

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We offer a variety of intervention services that are research based. These include New Heights, Foundations, and Great Leaps. We use technology programs such as Reading Plus Fluency, V-Math Live, Earobics, Headsprout, Pebble-Go, and Ticket to Read to support and enhance learning.

9. P.S. 222 provides continued transitional support for students who have reached proficiency on the NYSESLAT. This support is provided by the classroom teachers through Tier 1 intervention. If needed, additional support is provided through Academic Intervention Services, before school academic programs, extended day, and related services. These former ELLs (F-ELLs) will continue to receive testing accommodations on assessments for up to two years after attaining proficiency on the NYSESLAT.

10. We are in the process of researching a new support programs for our ELLs. Although a final determination has not been made, we are looking for programs that will support our ELLs in the area of mathematics and literacy, with native language support. We are considering the purchase of the Award Reading program and Destination Math.

11. During previous years, we used Imagine Learning exclusively with our ELLs. After careful analysis, we have decided to discontinue its use. Student use of the program was limited because students could only use the program in the ESL classroom. Student progress with the program did not meet our expectations.

12. ELLs are afforded equal access to all specialized services and programs. Notices about these services are sent home in the parents' native language. Many of our ELLs are members of our chorus, school band, art club, and student council. In addition, ELLs have equal opportunity to participate in our StoryTelling Contest, Mock Trial, and school plays.

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

14. Native language support is provided through the use of glossaries, bilingual dictionaries, and technology programs. We purchased the Spanish Edition EnVision Mathematics textbook for our Spanish speaking students. In the classroom, students use on-line bilingual translators to assist with oral and written communication. In addition, we assign bilingual paraprofessionals to support ESL students in the classroom and during extended day.

15. All ESL students receive the required service supports in accordance with CR154 mandates. Students are grouped for ESL

## 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. P.S. 222 offers targeted intervention programs for ELLs in Mathematics, ELA, and Science. These interventions are taught in English, with native language supports. We offer a morning mathematics support program for ELLs in Grades 3-5. This program meets two times per week for 1 hour each day. In addition, selected ELLs will receive Academic Intervention Services in mathematics. We provide Extended Day instruction for ESL students in ELA three afternoons a week for 38 minutes. In addition, selected ELLs will receive Academic Intervention in ELA. Our Science Teachers provide additional support to fourth grade ELLs during their administration period to review for the New York State Science Examination.

We offer a variety of intervention services that are research based. These include New Heights, Foundations, and Great Leaps. We use technology programs such as Reading Plus Fluency, V-Math Live, Earobics, Headsprout, Pebble-Go, and Ticket to Read to support and enhance learning.

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15. All ESL students receive the required service supports in accordance with CR154 mandates. Students are grouped for ESL instruction, with other students who are in the same or contiguous grades. In addition, we have purchased high interest/low readability texts

## Additional Information

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

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

## 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)?

Not Applicable

## 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.

1. Professional Development is offered to all teachers who work with ELL students. The ESL Teacher, classroom teachers, and cluster teachers receive school based professional development in the areas that have been identified as high priority. For example, they participate in professional development on differentiating instruction, questioning that promotes higher order thinking, and building word attack skills. This year, there is an emphasis on answering extended response questions in mathematics. In addition, the ESL Teacher and selected teachers who work with ELL students, attended a workshop series on developing Academic Language that is offered by network personnel. The ESL Teacher provides professional development on successful practices for ELLs during the monthly faculty conferences.

In addition, this year, we have an ESL Inquiry Team. Teachers of ELLs in Grades 3-5 will meet monthly with the school administration and the ESL teacher. Together we will analyze the progress of our ELLs, identify trends and academic needs. The team will conduct research on best practices for supporting our ELLs.

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

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

## E. Parental Involvement

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

1. Parent support and parent involvement are an integral part of all academic programs and endeavors at P.S. 222. We recognize that effective communication between parents and the school is vital to the success of our ELLs. Therefore, we have implemented a Translation

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4. How do your parental involvement activities address the needs of the parents?

1. Parent support and parent involvement are an integral part of all academic programs and endeavors at P.S. 222. We recognize that effective communication between parents and the school is vital to the success of our ELLs. Therefore, we have implemented a Translation and Interpretation Policy. All key documents including letters, flyers and brochures are translated in a parent's native language. Bilingual personnel are available to assist the parents during the enrollment process, Parent Teacher Conferences and for all parent-school meetings. If we do not have a staff member available to translate, we use the Over the Phone Interpretation Unit to assist us.

Throughout the school year, all parents are welcome to attend celebrations, class trips, performances, and fundraisers. In addition, we host parent workshops on reading, mathematics and test preparation. The topics discussed are ways to help their child with his/her studies. Notification for these events are sent home in the native language. Translation services during the event are provided upon request. In addition, during our graduation ceremony, we provide oral interpreters and use transmission equipment to translate the event. We also provide a translated copy of the graduation program.

2. Our ESL teacher and school social worker have a list of community organizations that offer support for ELL parents. During the parent orientation, our ESL Teacher informs parents of these resources. The list of resources is provided upon request.

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	1	1	1	1								12
Intermediate(I)	5	4	2	2	2	1								16
Advanced (A)	4	4	3											11
Total	14	11	6	3	3	2	0	0	0	0	0	0	0	39

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	1	4	0	1	0	6
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. P.S. 222 uses DRA and E-CLAS 2 to assess early literacy skills, in addition to classroom assessments and teacher observations. Data gathered from Spring 2011 ECLAS-2 administration and analysis of June 2011 DRA level's indicate that our early grade ELLS made

## 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.

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## Part VI: LAP Assurances

**School Name:**

**222**

**School DBN: 22k222**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louise Blake	Principal		10/31/11
Theresa Olivieri	Assistant Principal		10/31/11
Christina O'Neill	Parent Coordinator		10/31/11
Christine Kearney	ESL Teacher		10/31/11
	Parent		
Jennifer Crowley	Teacher/Subject Area		10/31/11
Moira Walsh	Teacher/Subject Area		10/31/11
Tara Hanley	Coach		10/31/11
	Coach		
Rachel Clark	Guidance Counselor		10/31/11
	Network Leader		1/1/01
Kathleen Snow	Other <u>Assistant Principa</u>		10/31/11
	Other		
	Other		
	Other		