



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE CHILDREN'S INTERNATIONAL SCHOOL

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

PRINCIPAL: CARLEN PADMORE-GATEAU

EMAIL: CPADMOR@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carlen Padmore-Gateau	*Principal or Designee	
Denise Williams	*UFT Chapter Leader or Designee	
Naima Farrow	*PA/PTA President or Designated Co-President	
Barbara Richardson	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Donna Best	Member/Teacher	
Maggie Faustin	Member/Teacher	
Stephanie Hall	Member/Educational Assistant	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To improve students' achievement in literacy, by June 2013, 30% of the tested students will be reading on or above grade level according to Achieve 3000 assessment.

Comprehensive needs assessment

During the 2011-2012 school year, there was a %5 gain in ELA performance. There is a need for students to more students to function on or above grade level.

Instructional strategies/activities

- *There will be weekly PLC (Inquiry) Meetings with teachers to analyze student data and plan together facilitated by Assistant Principal and grade leader.*
- *Teachers and Supervisors will work together to look at student data (ongoing). This will take place every Monday.*
- *Monthly meetings with our Data Specialist and Network Achievement personnel to analyze Achieve 3000 student data*
- *Professional Development funds will be used to support the Professional Development opportunities through the network on looking at student data*
- *Administrators, teachers and parents will work together to set goals and monitoring student progress-using the Data Tool system to identify student needs and align academic interventions by varies providers. Student progress will be monitored via our school wide Benchmark Assessments that will take place every other month.*
- *Monthly Benchmark data analysis meetings with teachers and coach will take place after each Benchmark assessment is given to identify performance and chart individual learning plan.*
- *Administrators will facilitate Learning Rounds (snapshots) with teachers on a weekly basis.*
- *Administrators and teachers will utilize articles and books related to supporting the analysis of student data during the monthly grade conferences.*
- *Supervisors will review of student goals and portfolios every 6 weeks.*
- *Teachers will integrate technology on a daily basis.*
- *There will be ongoing training/professional development for teachers on the use of Achieve 3000. Facilitated by coach and Achieve 3000 trainer 4 times a year.*

Strategies to increase parental involvement

- *In order to increase parental involvement we will hold weekly parent workshops that will focus on the following topics: Common Core Standards, Achieve 3000, IXL Math. These workshops will help parents work with their children to improve their achievement level literacy and Mathematics. The workshops will also help parents gain an understanding of the new standards and expectations.*
- *Parents will be invited to participate in our ongoing Performing Arts exhibits which will help to build a more nurturing and supporting community for each child.*
- *Parents will also be invited attend District level and Network level parent workshops.*
- *Our Parent Coordinator will facilitate monthly parent workshops*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Staff will receive professional development from the office of Youth Services that will support violence prevention.
- We will utilize a Literacy based Character Education Program.
- There will be attendance, behavior and 100% school uniform incentives for students.
- DYCD- The Friends of Crown Heights will provide after school Homework Help and Self-Esteem building activities.
- The Insights Program (NYU) will support grade through social emotional workshops for students, parents and teachers.
- We will have monthly Student, Staff Support Team meetings comprised of administrators, guidance counselor, Parent Coordinator, IEP Teacher, school physiologist, social worker and select teachers. The S.S.S.T will be responsible for working together to support staff and students' academic and social emotional needs on a case by case basis.
- Every member of the team is responsible for supporting peer mediation, service learning, mentoring and AIS opportunities.
- The above opportunities and support will help support students' social emotional and academic growth therefore leading to greater student achievement.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To increase students' achievement in mathematics, by 2013. By June 2013, 45% of the tested students will achieve proficiency on the state Math exam.

Comprehensive needs assessment

During the 2011-2012 school year, there was a 12% gain in Mathematics performance. Although there was progress, there is a need for students to more students to function on or above grade level.

Instructional strategies/activities

- *There will be weekly PLC (Inquiry) Meetings with teachers to analyze student data and plan together facilitated by Assistant Principal and grade leader.*
- *Teachers and Supervisors will work together to look at and analyze student data. This will take place every Monday.*
- *There will be Monthly meetings with our Data Specialist and Network Achievement personnel to analyze student data*
- *Professional Development funds will be used to support the Professional Development opportunities through the network on looking at student data*
- *Setting goals with teachers and monitoring student progress-using the Data Tool system to identify student needs and align academic interventions by varies providers. Student progress will be monitored via our school wide Benchmark Assessments that will take place every other month.*
- *Teachers and administrators will take part in Benchmark data analysis meetings will take place after each Benchmark Assessment (monthly) is given to identify performance and chart individual learning plan.*
- *Teachers and administrators will facilitate Learning Rounds (snap shots) of teacher instructional practices on a weekly basis.*
- *Teachers and administrators will utilize articles and books related to supporting the analysis of student data during the monthly grade conferences*
- *Supervisors will review of student goals and portfolios every 6 weeks.*
- *Teachers will integrate technology on a daily basis.*

Strategies to increase parental involvement

- *In order to increase parental involvement we will hold weekly parent workshops that will focus on the following topics: Common Core Standards, Achieve 3000, IXL Math. These workshops will help parents work with their children to improve their achievement level literacy and Mathematics. The workshops will also help parents gain an understanding of the new standards and expectations.*
- *Parents will be invited to participate in our ongoing Performing Arts exhibits which will help to build a more nurturing and supporting community for each child.*
- *Parents will also be invited attend District level and Network level parent workshops.*
- *Our Parent Coordinator will facilitate monthly parent workshops*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Staff will receive professional development from the office of Youth Services that will support violence prevention.
- Students will participate in Generation On Service learning projects.
- Students will participate in Student Government.
- DYCD- The Friends of Crown Heights will provide after school Homework Help and Self-Esteem building activities.
- The Insights Program (NYU) will support grade through social emotional workshops for students, parents and teachers.
- We will have monthly Student, Staff Support Team meetings comprised of administrators, guidance counselor, Parent Coordinator, IEP Teacher, school psychologist, social worker and select teachers. The S.S.S.T will be responsible for working together to support staff and students' academic and social emotional needs on a case by case basis.
- Every member of the team is responsible for supporting peer mediation, service learning, mentoring and AIS opportunities.
- The above opportunities and support will help support students' social emotional and academic growth therefore leading to greater student achievement.

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

To improve teacher effectiveness by taking part in weekly snapshots using the Danielson rubric (Component 1e and Component 3b) involving teachers and administrators that will develop a shared understanding of instructional excellence.

Comprehensive needs assessment

Our observation reports, walk throughs data along with student performance data in ELA and Mathematics support the need for improvement in instructional practices (planning and preparation and questioning).

Instructional strategies/activities

- *Supervisors will conduct 6 cycles of “snap shot” observations for each teacher using selected components of the Danielson rubric to provide meaningful feedback by May 2013. Teachers will self-assess on selected components of the Danielson rubric.*
- *The professional development committee will develop and implement a coherent PD plan for teachers that integrate the selected components of the Danielson rubric.*
- *Supervisors will set up and follow a schedule for teacher observation and feedback using the Danielson rubric.*

Strategies to increase parental involvement

- *In order to increase parental involvement we will hold weekly parent workshops that will focus on the following topics: Common Core Standards, Achieve 3000, IXL Math. These workshops will help parents work with their children to improve their achievement level literacy and Mathematics. The workshops will also help parents gain an understanding of the new standards and expectations.*
- *Parents will be invited to participate in our ongoing Performing Arts exhibits which will help to build a more nurturing and supporting community for each child.*
- *Parents will also be invited attend District level and Network level parent workshops.*
- *Our Parent Coordinator will facilitate monthly parent workshops*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Staff will receive professional development from the office of Youth Services that will support violence prevention.
- Students will participate in Generation On Service learning projects.
- Students will participate in Student Government.
- DYCD- The Friends of Crown Heights will provide after school Homework Help and Self-Esteem building activities.
- The Insights Program (NYU) will support grade through social emotional workshops for students, parents and teachers.

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To use the Common Core Shifts and Common Core Standards in curriculum mapping to improve student achievement for all students. By June 2013, 100% of the students will be exposed to the Common Core Shifts and Common Core State Standards. P.S. 22's curriculum mapping team will have reviewed data and will have provided instruction for students based on the Common Core Shifts.

Comprehensive needs assessment

It is necessary for our students to be supported with the Common Core State standards. Our students will be expected to be college, career ready and to be proficient in the state exams that mirror those standards.

Instructional strategies/activities

- *Our Curriculum mapping team will meet on a weekly basis to map out a standard based curriculum and lesson plans.*
- *Supervisors will support ongoing professional development for teachers and paraprofessionals on a monthly basis on common core standards and the instructional shifts.*
- *Supervisors and teachers will have walkthroughs (snapshots) conducted on a weekly basis with the support the network achievement coach to view and critique instructional practices.*
- *Our SSST will receive professional development by our IEP teacher in the integration of the common core shifts and CCSS in writing IEP goals*
- *Supervisors and teachers will use data collected from weekly walkthroughs and observations to assess implementation of the integration of the CCSS nd Common Core shifts*

Strategies to increase parental involvement

- *In order to increase parental involvement we will hold weekly parent workshops that will focus on the following topics: Common Core Standards, Achieve 3000, IXL Math. These workshops will help parents work with their children to improve their achievement level literacy and Mathematics. The workshops will also help parents gain an understanding of the new standards and expectations.*
- *Parents will be invited to participate in our ongoing Performing Arts exhibits which will help to build a more nurturing and supporting community for each child.*
- *Parents will also be invited attend District level and Network level parent workshops.*
- *Our Parent Coordinator will facilitate monthly parent workshops*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Staff will receive professional development from the office of Youth Services that will support violence prevention.
- Students will participate in Generation On Service learning projects. Students will participate in Student Government.
- DYCD- The Friends of Crown Heights will provide after school Homework Help and Self-Esteem building activities.
- The Insights Program (NYU) will support grade through social emotional workshops for students, parents and teachers.
- We will have monthly Student, Staff Support Team meetings comprised of administrators, guidance counselor, Parent Coordinator, IEP Teacher, School psychologist, social worker and select teachers. The S.S.S.T will be responsible for working together to support staff and students' academic and social emotional needs on a case by case basis. Every member of the team is responsible for supporting peer mediation, service learning, mentoring and AIS opportunities.
- The above opportunities and support will help support students' social emotional and academic growth therefore leading to greater student achievement.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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.

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Student will be supported by an RTI approach that involve repeated reading, read alouds, visual supports, providing additional time to complete a task, guided practice, frequent review, monitoring progress every six weeks, integrate technology, using motivational strategies like P.S. 22 Dollars, interactive reading and teach students how to self-monitor	Students will receive Tier 2 intervention from the teacher using Achieve 3000 program	This service will be provided during the school day- every day during period 2- 9:25 am
Mathematics	Student will be supported by an RTI approach that involves providing step by instruction and models of proficient problems, use IXL Math (technology), guided practice, give visual supports, students will use manipulatives, corrective feedback, frequent review,	Students will receive Tier 2 intervention from the teacher using IXL Math program	This service will be provided during the school day- Tuesdays and Thursdays

	<p>monitoring progress every six weeks, using motivational strategies like P.S. 22 Dollars and teach students how to self-monitor.</p>		
Science	<p>Students will receive at risk support via learning center activities that involve repeated reading, hands on lab activities, read a louds, providing additional time to complete a task, guided practice, visual supports, frequent review, monitoring progress every six weeks, using motivational strategies like P.S. 22 Dollars, interactive reading and teach students how to self-monitor.</p>	<p>Students will visit our science lab and participate in S.T.E.M. related activities</p>	<p>This will take place each Friday (S.T.E.M. Fridays)</p>
Social Studies	<p>Students will receive at risk support via learning center activities that involve repeated reading, read a louds, visual supports, providing additional time to complete a task, guided practice, frequent review, monitoring progress every six weeks, using motivational strategies like</p>	<p>Social Studies topics will be integrated through non-fiction text</p>	<p>This will take place daily</p>

	P.S. 22 Dollars, interactive reading and teach students how to self-monitor.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	We will utilize a daily Character Education Program which focus on a virtue/trait each month by using the book of the month that focuses on a monthly character trait. There will be Daily reflections and journaling about ways to improve behavior. Students, parents, administrators and teachers will use a conduct card to communicate and monitor student behavior on a daily basis. Students will earn P.S. 22 Dollars when they exhibit the desired behavior and have access the use those dollars to attain prizes at the school store.	Providers will work along with the classroom teacher to integrate the virtue of the month throughout the school day	This will take place daily

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between

the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	453	Total Number of ELLs	53	ELLs as share of total student population (%)	11.70%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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): Spanish/ English

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

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

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number):

African-American: Asian: Hispanic/Latino: 21

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

As students enter the NYCDOE school system for the first time and LAB-R eligibility has been established, the LAB-R is then administered. Form B of the LAB-R, is administered to each child individually, according to grade level, within ten (10) days of admission, by a trained pedagogue. Should any Hispanic student become entitled for the LAB-R, the student receive the Spanish LAB as

A. Programming and Scheduling Information

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

5. How do you differentiate instruction for ELL subgroups?

a. What is your plan for SIFE students?

P.S. 22 has a plan of action in place in the event of Students with Interrupted Formal Education (SIFE) becoming a part of our school. Students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to their level of ESL. Additional ESL minutes may or may not be implemented, which will be at the discretion of the school and according to the needs of the SIFE student. Content standards and curriculum will be adapted to meet the challenges of SIFE students. Standards may be too challenging for SIFE students, so standards will be met with a high amount of scaffolding with ESL materials (access to literacy-rich environments, visual aides, simplified texts, manipulatives, artifacts, etc.) The ESL teachers will provide intensive literacy and language instruction include a explicit instruction in an age-appropriate manner of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Since SIFE students may come to school with emotional strain (i.e. as refugees, or without many of the necessary early skills such as reading or writing which can cause frustration in students) our guidance counselor, Ms. Haskins, and Mrs. Steinberg, our school psychologist, are prepared to be a part of any specific counseling that may be necessary. We also have a number of bilingual staff members at our school who have agreed to be a part of the supportive team for SIFE students (in the case that they speak the same language). SIFE students will also be paired with another student (the "buddy system"). Buddy system students will be paired from same NL groups when possible.

P.S. 22 also uses Response to Intervention (RTI) as a method of intervention for struggling students. RTI seeks to prevent academic failure for low performing students through early identification of these students and provision of reading tutoring, peer tutoring, phonemic awareness and phonics interventions. Any SIFE student identified as needing RTI intervention is additionally supported through this program.

b. Describe your plan for ELLs in US schools for less than 3 years

Newcomer ELL students receive small-group instruction with students of the same level of ESL. Newcomer students may be in small groups with children from other grades until they have learned some speaking skills and can transition into the grade-level ESL group. Newcomer students will work intensively on listening and speaking upon arrival into the school system in order to build a strong base of "survival English". The ESL classrooms at P.S. 22 contain listening centers with CD players which allow newcomer students to work on their listening skills. The Dual Language teacher formally assesses student levels in the Native Language when applicable (i.e. Newcomer students in the Dual Language Program) and the ESL teachers informally assess the students literacy levels in the NL (aural interpretation, grapheme awareness, ability to recognize simple features of language) in order to build upon any skills Newcomer students may transfer from their NL.

Support for Newcomer students who are expected to take the ELA exam after one year in the U.S. include emphasis on listening skills during Reading Workshop, working on differentiated tasks that mirror the tasks on the ELA exam, exposure to the format and nature of standardized ELA exams, and attendance in P.S. 22's Extended Day Program and ESL After-School Academy. Newcomer students also receive Response to Intervention (RTI) instruction as needed, focusing on reading, phonemic awareness and phonics interventions. Parents of Newcomer students receive strong recommendation to attend Test Preparation Workshops at P.S. 22.

c. 4-6 years ELLs

Students who are receiving 4-6 years of ESL services are supported via small-group instruction focused on student-specific difficulties and RTI intervention instruction. Students who have been receiving 4-6 years of ESL services are supported using individualized instruction

A. Programming and Scheduling Information

tailored to the students' weakest modalities. The Dual Language and ESL teachers integrate specific ESL strategies into classroom, push-in and pull-out lessons, and offer reinforcement and education to other classroom teachers on how to best serve struggling ELL students. RTI for students receiving 4-6 years of ESL services who struggle with reading specifically focuses on those areas of reading in which students need the most support. All ELLs are invited to participate in the English as a Second Language After-School Academy which provides additional support and utilizes materials that are catered to suit the academic needs and abilities of struggling ELL students.

d. Long-term ELLs

Students who are classified as long-term ELL are supported using individualized instruction tailored to the students' weakest modalities and RTI intervention when needed. Along with the students who are receiving 4-6 years of service, all long-term ELL students are invited to participate in the English as a Second Language After-School Academy. This program provides additional support and utilized materials that are catered to suit the academic needs and abilities of struggling ELL students. This effort is made in order to help students improve in the necessary academic areas. RTI for students Long-Term ELLs focuses on areas of reading in which students need the most support.

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?

ELLs who are classified as Students with Disabilities are provided with instruction that is tailored to their individual needs. The ESL and Dual Language teachers continuously analyze the students' IEPs, results from state assessments, and school administered benchmarks to become acquainted with learning goals and academic abilities. Grade level materials used to accelerate English Language Development and academic achievement include scaffolded graphic organizers (teacher-created and also those provided by P.S. 22's literacy program Literacy by Design), Everyday Mathematics, which is paired with materials for scaffolding (graphic organizers and manipulatives, both teacher provided and student created), photos, online images, videos and other forms of grade-level content support. P.S. 22 also subscribes to Brainpop.com, which is another form of grade-level content support for ELLs and ELL-SWDs which uses videos and interactive games to support content. To ensure comprehensible input of content materials, the ESL and DL teachers modify grade level general curriculum text and provide supplemental text. Content vocabulary and content related academic skills are taught along with the aforementioned texts, providing access to key grade level concepts in the curriculum.

Based on analysis of student assessment data, needs specific interventions are provided. These interventions come in the form of explicit instruction in comprehension strategies, phonemic awareness, and systematic phonics instruction. Teachers also use cooperative learning strategies to provide grade level academic instruction. All instruction is in alignment with the state and common core standards.

The ESL and Dual Language teachers also continuously confer with classroom teachers and other related service providers, exchanging best practices and pertinent information for student progress.

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environments?

ELL students with special needs are supported via close communication with the IEP teachers, guidance counselor, and school psychologist. Together with the Certified ESL Teachers, students' instructional plans are discussed, reviewed, and revised when necessary. Instruction may be revised as needed for the student and instruction is differentiated in alignment with the goals and objectives reflected on the students' IEP. Special Needs ELLs receive small-group instruction with ELL students at the same level of English language acquisition, with use of methods, materials, and strategies that work to help all ELL students achieve communicative competence.

Scheduling flexibility to support ELL-SWDs is as follows: ELL-SWDs do not receive isolated support from ESL teachers or other service providers; rather, they receive ESL instruction alongside general education students in an inclusive environment. ELL-SWDs with 1:1 Paraprofessional support come to ESL class accompanied by the Paraprofessional assigned to them, and the ESL teachers are careful to design lessons with the needs of these students in mind. Lessons are designed with scaffolded components and Paraprofessionals assist the ESL teachers in helping ELL-SWDs accomplish learning tasks and reach achievement in the ESL classroom. ESL schedules are created with input from 1:1 Paraprofessionals to ensure that they will be available to assist with their assigned students. ESL teachers also provide

A. Programming and Scheduling Information

additional support as needed and when time is available for any ELL-SWDs who need additional support aside from their necessarily required weekly ESL minutes. The ESL and DL teacher also confer with other related service providers (SETTS, Occupational Therapist, Speech Providers, etc) to organize instruction time so that there is no overlapping of scheduling.

When necessary, materials and methods may be adjusted to meet the specific needs of Special Needs ELLs and RTI is implemented as a means of intervention. Special-Needs ELL students are invited to participate in the English as a Second Language After-School Academy.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	English/Spanish			
Math:	English/Spanish			
Science:	English/Spanish			

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

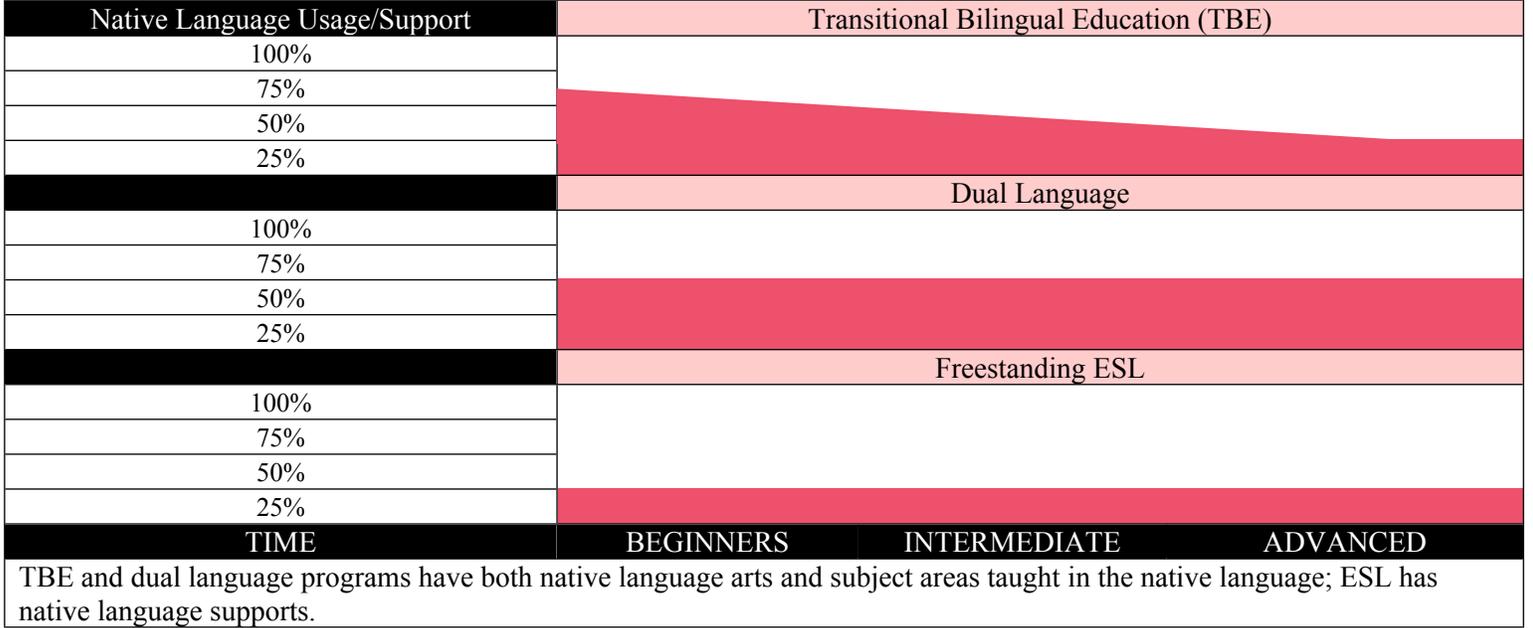
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

Extracurricular activities at P.S. 22 include a Youth Choir, a Step Team, a Dance Club, an Art Club, and a Chess Club. Students also organize grade-wide elections for Student Government. Extracurricular activities are open for any and all ELL students who wish to

participate. Extracurricular clubs and activities meet before and after school in order to provide students and teachers with enough time to properly execute club activities.

ELLs have a specific After-School Program called ESL After-School Academy which focuses specifically on language acquisition and English Language Arts through the content areas. Each group is taught by one of the Certified ESL teachers and will meet once a week (Wednesdays) for the 2011-2012 school year. The program will focus on whole-language acquisition and utilize the Santillana Camp Can-Do Program for ELL intervention.

P.S. 22 has specifically partnered with Education Futures Corporation (EFC) to address the academic deficiencies of ELLs in ELA and Math. The program Utilizes the curriculums AfterSchool KidzLit(Also provide alternative version for ELL students), AfterSchool KidzMath, and Math Explorer.

P.S. 22 has also partnered with the the Museum of Contemporary African Diasporan Art (MOCADA) to provide a residency through which students will be instructed in art history and art-making techniques. The teaching artists create instructional plans that are aligned to the New York's core standards. This program is made available to all students attending P.S. 22.

13. What instructional materials are used to support ELLs?

P.S. 22's Dual Language and ESL Teachers use a variety of materials to target specific learning goals and raise student achievement. The Dual Language Teacher utilizes the Literacy by Design (LBD) Curriculum for ELA instruction and translates the vocabulary, reading passages, graphic organizers and lesson resources from the LBD curriculum to provide NLA instruction. Along with the LBD guided reading selections, The Puentes series from Benchmark Education is utilized for English and Spanish guided reading. The Dual Language Teacher uses Spanish and English versions of the Everyday Math and Harcourt Science and Social Studies textbook series for alternating days of English and Spanish instruction.

In the Freestanding ESL Program, some Textbooks that both ESL teachers use include the Longman Cornerstone textbook series, Macmillan/McGraw-Hill's Math for ESL series, and Language! Everyday English for Newcomers of English, which are all specifically designed for ELL students. Each lesson and unit in the Cornerstone series includes differentiated activities, grammar, phonics, graphic organizers, pictures, and proficiency-targeted stories which engage ELL students while bringing them content-specific learning right at their level of ESL. Cornerstone also offers unit-specific ELL writing workshop prompts on their website. Both ESL teachers also use MacMillan/McGraw-Hill's Math for ESL series, which offers grade-specific math units and lessons differentiated specifically for ELL Students. The Macmillan/McGraw-Hill Math for ESL series also includes Native Language support for Spanish and Haitian Creole Speaking students.

In addition to ESL-specific literacy programs, the Dual Language and ESL classrooms at P.S. 22 have leveled libraries which contain books on many various genres and topics readily accessible for ELLs. P.S. 22 also has a large selection of leveled books from different genres in the school library, which the teachers can utilize in their lessons. The Dual Language, ESL and classroom teachers also periodically bring students to the school library to allow them to peruse and select literature at their specific reading levels.

Some technology that the ESL teachers employ include Brainpop.com and Starfall.com, an interactive website that is phonics-intensive. BrainPop and BrainPop Jr. provide access to content specific videos and resources which enhance the core curriculum for ELLs at P.S. 22. Students in grades K-3 use Starfall.com along with the teacher in guided lessons, and also independently in computer-lab sessions. Both ESL teacher utilize KidsNYPL.com for all grades, which provides Tumblebooks, an interactive storybook database that gives users the option to read books online and listen to audio recordings of books. Tumblebooks also offers NL support; their database includes books written in different languages.

The Dual Language teacher utilizes a Smartboard in her classroom to provide Smartboard interactive lessons, presentations, show PowerPoint slides, and to display movies and videos to enhance curriculum and the ESL teachers have access to a moveable SmartBoard to enhance ESL curriculum. The Dual Language and ESL teachers incorporate a variety of educational and cultural videos and video clips in order to provide visual background knowledge for the lessons they create.

14. Native Language Support

The Dual Language Program at P.S. 22 provides Native Language Support for ELL students through its 50/50 construction. Students needing NL support receive it on Spanish classroom days, and all charts, signs, word walls and displays in the Dual Language classroom are completely bilingual. Native Language support is integrated through the use of a dual language classroom library and bilingual references (dictionaries, glossaries, etc). Our school uses Rigby's Literacy by Design (LBD) program for Literacy Instruction. Ms. Salmeron translates LBD texts for instruction on Spanish classroom days, ensuring continuity in literacy instruction.

Students in the Dual Language program are also given benchmark assessments; when necessary, in translated versions. Students also take the ELE and translated versions of the Math and Science exams are made available to students.

Freestanding ESL content is delivered in English, with varying degrees of native language (NL) support. NL Support is incorporated by the presence of NL literature in the classrooms, usage of bilingual dictionaries, glossaries and thesauri and "buddy system" support (through which students are paired with another NL speaker). One of the textbook series utilized by the ESL teachers, Macmillan/McGraw-Hill Math for ESL series includes Native Language support workbooks for Spanish and Haitian Creole Speaking students. P.S. 22 also has a number of bilingual staff members available to provide NL support to our students. These varieties of support help students with translation, transition and language-building in both English and the NL.

15. Do required services support, and resources correspond to ELLs age and grade levels?

The ESL teachers at P.S. 22 create heterogeneously mixed groups in an age and level-appropriate manner. For example, beginner groups may include students from different grades; however, those grades only span 3 contiguous grade levels at most. The ESL teachers are careful to use grade-appropriate resources and texts. This is ensured by the division of responsibilities amongst the two ESL teachers (Ms. Wasilewski servicing students in grades K-3, and Ms. Benjamin servicing students in grades 4-5.)

16. Describe activities in your school to assist newly enrolled ELL students before the beginning of the school year.

P.S. 22 ensures that newly enrolled ELL students and their families are prepared for the upcoming school year upon registration. Parents receive information about bussing, a school supply list, and information about the school. P.S. 22 held an Orientation Session this year during which parents met the Principal, Assistant Principal, and key staff members. Parents toured the school and the curriculum and expectations of the school were explained to them. For students transferring from P.S. 249, an additional Information Session is held in the spring prior to the start of the new school year. During these information sessions, Parents and students can ask any questions and have any concerns addressed. Parents at P.S. 249 also receive a packet of information about bussing, supplies, and school information during the Information Session.

17. What language electives are offered to ELLs?

Due to budget constraints, there are no language electives available this year for P.S. 22 students. We are hopeful that funding will be available next year for us to create a language elective program.

C. Schools with Dual Language Programs

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

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

D. Professional Development and Support for School Staff

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

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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

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

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

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

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

Friends of Crown Heights, a community-based organization, provides after-school services and care for students during which they organize different activities such as homework help and arts and crafts infusion. P.S. 22's PTA is also very involved in school activities and

has done many forms of outreach, including writing an approved grant for a new playground and organizing drives for the needy (winter coat drives, uniform drives, gifts for children in temporary housing, etc) The PTA also provided support for graduation class festivities and purchased 15 new CD players for classroom listening centers.

Public School 22 has also partnered with the CEC Community Education Council to organize a Multicultural Expo. This program featured music and foods from across the ethnicities and cultural groups represented by the students of the school. There were also workshops at the expo on parenting, computer skills, arts for the family, safety, and homework help.

3. How do you evaluate the needs of parents?

The needs of parents are evaluated based on conversations with the parents during various orientations, workshops, and meetings (Parent/Teacher Conferences). One forum through which parents are able to voice their concerns and needs is Curriculum Night. Parents also complete surveys and parent concern forms. Additionally, parents have the opportunity to meet with the principal during monthly “Breakfast with the Principal” meetings. This forum allows parents to have open discussions with the principal about the progress of the school and their specific child. They can also voice their concerns during these meetings. Parents are also invited to monthly Safety Committee meetings and the parent Executive Board meets monthly to raise and address any parental concerns.

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

The parental involvement activities address the needs of the parents by being aligned with parent-expressed concerns and students’ academic, social, and emotional needs. For example, free computer and ESL classes directly address the needs of ELL parents by assisting them with transition into a new culture and community. Last school year P.S. 22 began implementing ELA and Math Test Prep Workshops for parents at their request and will continue implementing these workshops this school year. Our periodic meetings and open communication policy with parents addressed their need to be involved in their children’s educational lives, and the tools available to parents (ARIS Parent Link) give parents the necessary tools to assist their students academically. Parents can use the ARIS Parent Link to familiarize themselves with math and literacy concepts to better prepare themselves to assist their children in homework assignments. Parents can arrange meetings with teachers during teachers’ designated prep periods and also make impromptu visits to their children’s classrooms. These combined parental involvement activities serve to keep the school and parents connected to each other, and to the community. P.S. 22 is using ENGRADE as a means of communicating student progress to parents. Parents have been provided with information on how to follow their child’s progress.

Additionally, P.S. 22 has embarked on a new initiative called Loving the Brotherhood. The purpose of this program is to reduce the incidences of bullying and unsocial behavior in male students by creating a forum where male parental figures and their specific students can participate in character building activities. This program is available to all male students attending P.S. 22.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	1	4	8	4	21	15	0	0	0	0	0	0	0	53

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		3	2	5	7		1	19
5	2		10		3				15
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			11		2		2		15

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Table 1

Grade	Number of ELL Students	ECLAS
Grade 1:	4	The ECLAS-2 data reveals that 50% of the students performed at expected level in phonemic awareness. However, all four students performed below the expected level in listening comprehension and writing development.
Grade 2	8	The data shows that 7 of 8 students performed below the expected level in listening comprehension and writing development. 5 of 8 students performed below expected level in reading, reading rate, and oral expression. One student was on level in phonemic awareness, phonics, reading and oral expression, and listening and writing development
Grade 3	4	The data shows that all students performed below expected level in spelling. 2 students performed below level in reading rate/ reading expression and listening comprehension and writing development.

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

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

Table 2

Grade	Number of ELL Students	NYSESLAT
Grade 1:	4	The NYSESLAT results indicate that all students are at the Beginner level in the reading and writing modalities; scoring the lowest in reading.
Grade 2	8	The data shows that 4 of 8 students are advanced in all modalities. 1 of 8 students is a Beginner in all modalities. 7 of 8 students performed the lowest in reading. One student performed the lowest in speaking.
Grade 3	4	All students are proficient in listening and speaking. One student is at the beginner level in reading and writing. 3 students are at the intermediate level in reading and writing. All students performed the lowest in writing.

Table 3

Grade	Number of ELL Students	NYSESLAT
4	21	3 students are at the advanced level in all modalities. 1 student is at the intermediate level in all modalities. 11 students are proficient in the listening and speaking modalities. 4 students are advanced in listening and speaking. 2 students are proficient in reading and writing. 10 students are advanced in reading and writing. 2 students scored intermediate, and 1 student scored beginner in reading and writing. 13 students scored the lowest in writing.
5	15	1 student is advanced in all modalities.

11 students are proficient, 2 students are advanced, and 1 student is intermediate in the listening and speaking modalities. 8 students are advanced, 5 students are intermediate, and 1 student is a beginner in the reading and writing modalities. 13 students performed the lowest in writing and 2 students performed the lowest in reading.

Overall, school-wide, we have 13 students at the Beginner Level, 11 students at the Intermediate Level and 29 Students at the Advanced Level.

The LAB-R results reveals the following:

As the 2011-2012 school year has progressed, 8 newly admitted students were eligible for LABR, and administered the LAB-R. 6 of 8 students are Kindergarten. Of the 6 Kindergarten students tested, 1 student scored at the Beginner level. 5 students scored Proficient on the LAB-R. 2 of 8 students are 4th graders. One student scored at the Advanced level and one student scored at the Beginner level.

3. How will patterns across the NYSESLAT modalities affect instructional decisions?

Based on the identified patterns in the tables above, instruction will be tailored to meet the academic needs of the students. There will be articulation between classroom teachers of ELLs and the ESL teachers to prepare instructional materials that target the deficiencies in modalities, and to continually support modalities in which the students proved proficient. The patterns show that there are 12 5th grade ELLs who scored in the advanced level in the listening modality. Research states that the reading and writing modalities prove more difficult for ELLs to achieve proficiency than the listening and speaking modalities. Therefore, the ESL teachers will provide more intensive instruction in the listening modality. The ESL teachers will instruct students on properly utilizing strategies such as: top down strategies such as listening for main idea, drawing inferences, and summarizing; bottom up strategies such as listening for specific details and recognizing word order patterns.

The patterns also show that there were only 2 students who scored at the proficient level in the reading/ writing modalities. In order to support these students, the ESL teachers will utilize strategies that will develop student's academic vocabulary, phonemic awareness, fluency, comprehension, oral language, composition skills, and writing mechanics.

4. For each program, consider the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Analysis of the New York State English Language Arts data reveals the following:

Grade	Number of ELL Students	ELA
-------	------------------------	-----

4	21	3 students achieved a Level 1; 5 students achieved a Level 2; 8 students achieved a Level 3.
---	----	--

4 students scored below level in all strands. 12 students scored on level in all strands. 1 student scored above level in all strands.

5	15	3 students achieved a Level 1. They also scored below level in all strands. 10 students achieved a Level 2. 8 of these students scored below level in all strands. 1 student achieved a Level 3. This student is on level in all strands.
---	----	---

Analysis of the New York State Math data reveals the following:

Grade	Number of ELL Students	Math
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4	21	4 students achieved a Level 1; 1 student achieved a Level 2; 14 students achieved a Level 3; 1 student achieved a Level 4.
---	----	--

5 students performed below level in all strands. 3 students performed on level in all strands. 8 students performed above level in all strands.

5	15	2 students achieved a Level 1 and scored below level in all strands. 10 students achieved a Level 2 and all scored below level in all strands.
---	----	--

3 students achieved a Level 3 with two students scoring on level in all strands.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The results of the ELL Periodic Assessment are being used to inform instructional decisions. The results of the assessment indicate the areas of deficiencies in the various modalities. After detailed analysis of the assessment results, PS 22's school leadership offers

professional development to provide teachers with strategies that will enhance their instruction of ELL students. The ESL teachers have provided classroom teachers with the assessment results and are continuously providing teachers with strategies that will develop ELL skills in the four modalities.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Public School 22 has gained great insight from the analysis of the Periodic Assessment. Patterns in the assessment indicate that the 3rd, 4th, and 5th grade advanced students are on the threshold of achieving overall proficiency on the NYSESLAT. In fact, most of students are expected to advance to the next level of proficiency. The 4th and 5th grade beginner ELLs did not make great gains and their predictive NYSESLAT proficiency remained at the beginner level.

To ensure that all ELLs are moving towards proficiency in the four modalities, both ESL and classroom teachers are supporting students in their native languages. They have provided word to word translation glossaries and include multicultural and bilingual books in their classroom libraries. ELLs also have the option to take the state math, social studies, and science assessments in their native language.

5. For Dual Language Programs, examine the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

Students are administered teacher generated assessments. Students also take the ELSOL and the ELE exam.

b. What is the level of language in the second (target) language for EPs" ?

There are 8 English Proficient students in P.S. 22's Dual Language program. The ELE data reveals that 3 students scored in the 4th quartile and 1 student scored in the 3rd quartile.

c. How are EP's performing on State and City assessment?

There are 8 English Proficient students in the Dual Language Program. 7 of 8 students scored at and above a level 3 in all of the ELA strands. 1 student achieved a Level 2 and scored below level in all ELA strands. 4 Of 8 students achieved a Level 3 and scored at and above level in all Math strands. 4 of 8 students achieved a Level 4 and scored at and above level in all Math strands.

6. Describe how you evaluate the success of your programs for ELLs.

Public School 22 uses the results of various assessments to evaluate its ESL program. For grades three through five, success is determined by the gains ELL students make on the state Math, ELA, Science, and Social Studies assessments. The NYSESLAT is also analyzed for overall and specific modality gains. For Kindergarten through grade 5, success is determined by the results of the NYSESLAT. Results from the end of year assessments (ECLAS-2, Rigby) are also used to evaluate the success of the program for ELLs in grades K-2. P.S. 22 implements a standards-based, school-generated test for each grade level each spring which assesses student progress in literacy, math and science. In addition to formative assessments, analysis of cumulative student portfolios and running records is another means of measuring the success of the ELLs and the success of the program. Classroom teachers infuse a conferring process into all lessons and utilize theme assessments in literacy and math throughout the year to assess the effectiveness of programs at P.S. 22. The school utilizes ELA, Math and Science pre-assessments in addition to teacher-generated exams. All of these faculties ensure that thorough evaluation of ELL students and their progress are readily available, and help the school evaluate the success of any and all programs for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:** CFN551

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Public School 22	DBN: 17K022
Cluster Leader: Jose Ruiz	Network Leader: Steven Chernigoff
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 23 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS22K will be implementing an after-school ESL academy using Attanasio and Associates' Language Proficiency Intervention Kits. Based on ESL data including data from the AMAO tool, ATS reports LAB-R, RLAT, RNMR, as well as teacher observations, student portfolios and classroom assessments, we find it necessary to enhance the reading and writing skills of our ELL students in grades 4 and 5 in order to prepare them for upcoming exams this year and the following year in order to meet all AMAO requirements on the state ELA and Math exams, and on the NYSESLAT.

The Language Proficiency Kit will provide students with the skills necessary to further enhance their English reading and writing skills, and is implemented through all content areas while addressing the four modalities of language. The program utilizes effective exercises that are designed specifically for ELLs. This program was developed to help teachers familiarize students with similar items found on English language proficiency assessments and individual state tests, implemented through the content areas. All instruction will be in English.

The program will be taught by our certified ESL teacher twice a week, beginning in November 26, 2012 and running for 21 weeks until May 2, 2013. The following is a detailed schedule for the afterschool program.

Week 1: Monday, November 26, 2012 / Thursday, November 29, 2012

Week 2: Monday, December 3, 2012/ Thursday, December 6, 2012

Week 3: Monday, December 10, 2012/Thursday, December 13, 2012

Week 4: Monday, December 17, 2012/ Thursday, December 20, 2012

Week 5: Thursday, January 3, 2013

Week 6: Monday, January 7, 2013/ Thursday, January 10, 2013

Week 7: Monday, January 14, 2013/ Thursday, January 17, 2013

Week 8: Thursday, January 24, 2013

Week 9: Monday, January 28, 2013/ Thursday, January 31, 2013

Week 10: Monday, February 4, 2013/ Thursday, February 7, 2013

Part B: Direct Instruction Supplemental Program Information

Week 11: Monday, February 11, 2013/ Thursday, February 14, 2013

Week 12: Thursday, February 21, 2013

Week 13: Monday, February 25, 2013/ Thursday, February 28, 2013

Week 14: Monday, March 4, 2013/ Thursday, March 7, 2013

Week 15: Monday, March 11, 2013/ Thursday, March 14, 2013

Week 16: Monday, March 18, 2013/ Thursday, March 21, 2013

Week 17: Thursday, April 4, 2013

Week 18: Monday, April 8, 2013/ Thursday, April 11, 2013

Week 19: Monday April 15, 2013/ Thursday, April 18, 2013

Week 20: Monday, April 22, 2013/ Thursday, April 25, 2013

Week 21: Monday, April 29, 2013/ Thursday, May 2, 2013

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

Part C: Professional Development

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

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

Begin description here:

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

The following are the schedules for the professional development workshops.

Lunch and Learns: 50 minutes each

Part C: Professional Development

January 30, 2013; February 27, 2013; March 20, 2013; April 10, 2013; May 29, 2013

Faculty Conferences: 30 minutes each
January 7, 2013; March 4, 2013; May 6, 2013

Grade Conferences: 50 minutes each
January 7, 2013; February 4, 2013; March 4, 2013; April 8, 2013; May 6, 2013; June 3, 2013

Chancellor's Conference Day, June 6, 2013
Professional Development provided by CFN 610.

Part D: Parental Engagement Activities

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

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

Begin description here: Beginning in January and running until June, workshops will be offered every 2nd Wednesday of each month to parents and will be administered by our ESL teacher. Topics will include Online Learning Support/ Technology Aid Workshop; "Your Child's Future?" Preparing for the State Assessments; Learning through the Summer.

The following is a tentative schedule for the parent workshops.

January 9, 2012; February 13, 2013; March 13, 2013; April 10, 2013; May 29, 2013; June 12, 2013

Additionally, parents will be invited and encouraged to take part in selected afterschool sessions, encouraging acquisition of their own English language skills while becoming familiar with their child's curriculum and school experiences. Such participation will take the form of small group instruction and activities during the second hour of the selected sessions.

The following is a tentative schedule for these sessions.

January 28, 2013; February 21, 2013; March 21, 2013; May 2, 2013.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		