



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PS 22 THOMAS JEFFERSON

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 25/Q/022

**PRINCIPAL:** PRISCILLA L. MILITO **EMAIL:** [PMILITO@SCHOOLS.NYC.GOV](mailto:PMILITO@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** DANIELLE DIMANGO

REVISED 02/05/13

## 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
Priscilla L. Milito	*Principal or Designee	
Daniel Federico	*UFT Chapter Leader or Designee	
Laura Kavourias	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Hamerton Joseph	Member/Parent	
Dana Arendt Ramirez	Member/Parent	
Angie Kartasis	Member/Parent	
Nazia Khurram	Member/Parent	
Dianne Lobasso	Member/Teacher	
Adrienne Ricciardi	Member/Teacher	
Ellaina Despotoulis	Member/Teacher	

\*\* 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**

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

**By June, 2013, principal and assistant principals will provide effective feedback, to 100% of teachers using short, frequent cycles of Instructional Support Visits in order to strengthen teacher practice as measured by instruction support visit rubric, conversations, teacher self-evaluation, informal and formal administrative evaluations**

### **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.

***Focus on Common Core Learning Standards and Teacher Evaluation set the stage for familiarizing teachers with all necessary information concerning the standards and evaluation process to ensure highly effective teaching that will help students achieve at a high level of performance across all curriculum areas and provide a quality education***

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

To ensure all students a quality education by highly effective teachers and to align work with the new NYS Race to the Top Initiative and NYS CCLS, administration will provide short, frequent cycles of classroom visits and effective feedback based on Danielson's framework which will assist teachers in growing professionally (which will include the use of Instructional Support Rubric, conversations with staff, professional development around the three competencies as designated by citywide expectations, teacher self-evaluation and informal and formal administrative evaluations), review of accountability systems State accountability system, proficiency levels, Annual School Report Card (School in Good Standing), Progress Report (A), Quality Review Report (Well developed), Learning Environment Survey, ARIS Support and professional resources that will be provided to strengthen teachers' practice include but not limited to the following:-continuation of PD to support teachers in CCLS, DOK, Performance Tasks, Response to Intervention, as well as offer individualized support, TC support- Calendar Days/In-house PD and Network Support. All of the above based on teacher survey responses and results from monthly grade meetings, faculty conferences and Instructional Support Visits. Utilize Extended Time, faculty conferences and PD days to strengthen teacher practice. Teachers will participate in PD to improve questioning techniques that will promote student thinking, enabling students to reflect on their understanding and consider new possibilities. Teachers will participate in PD to improve discussion techniques where all students are engaged in successful and meaningful conversations and initiate topics of interest (3b). In addition, teachers will continue to receive PD and effective feedback in Preparation and Planning of lessons (1e), and Analyzing data (3d). Lead ELA and Math Teachers (1 primary/1 upper for each) will attend PD and share out with colleagues on grade. Additional resources include: ARIS Learn, Rubicon Atlas, Principal, Assistant Principal, Network Support, review of accountability systems: State accountability system, proficiency levels, Annual School Report Card (School in Good Standing), Progress Report (A), Quality Review Report (Well developed), Learning Environment Survey, ARIS. Inter-visitation and Lab sites will be made available for teachers; Specialists on staff (ESL, Sp Ed, Speech, OT, PT, Guidance) will offer support to classroom teachers that may assist them in working with special need students; PD for Smartboard Technology to enhance and excite learning, books aligned to Performance Task Bundles for primary grades; 7 period day/7 day cycle A/B week to embed PD during school day for scheduled groups/grades twice a month.

Lead Teacher/Vertical Curriculum Teams, vertical special education/ESL team, Educational Consultation Committee, SLT, Inquiry Team work will provide a platform for teacher feedback and decision making concerning curriculum, strategies and activities.

All activities will be ongoing from September, 2012-June, 2013. Rollout of Danielson's framework will continue until 2014 when it will be fully implemented.

**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.

To increase parental involvement the following will be implemented: staff/parents will have access to interpretation services (face-to-face and phone translations), notifying parents of the procedures to arrange an appointment with their child's teacher and/or other staff, arranging opportunities for parents to receive training to volunteer and participate in their child's class, and observe classroom activities, planning activities for parents during the school year (literacy workshops, State Assessment Workshops, PJ and Book Night, Bingo Night, Health and Fitness Night, Science/Math Night, Saturday Fair, P/T conferences, Understanding Report Cards), assisting parents in understanding academic achievement standards and assessments and how to monitor child's progress (workshops including but not limited to ARIS Parent Link), translating documents (letters, flyers, calendars, report cards) in as many languages as possible, providing assistance from Parent Coordinator who will provide daily outreach to parents, supporting parents' request for parent involvement activities and providing these as well as professional development opportunities during times that are scheduled so that the majority of parents can attend, providing annual informational meeting on School-wide programs and their benefits during September PTA meeting and Parent Orientation, holding conversations with SLT to address parents' needs, concerns and to plan participation in school and parent involvement activities, inviting parents to AIS meetings so that they may be informed about their child's difficulties and to inform them of the strategies employed to help their child, and informing parents of students who have not met promotional criteria about possible summer school programs, creating a safe, supportive learning community that welcomes parents and guardians, involving/engaging parents in the planning/reviewing/evaluating the effectiveness of the Title I program, including the funding and allocations, encouraging parents to join school level committees, aid parents in understanding the State accountability system, proficiency levels, Annual School Report Card (School in Good Standing), Progress Report (A), Quality Review Report( Well developed), Learning Environment Survey, providing a Parent Resource Center

**Budget and resources alignment**

- Indicate your school's Title I status: X  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 \_\_\_\_\_ Title III \_\_\_X\_\_\_ Grants \_\_\_X\_\_\_ 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). Trained School Mentor (K. Tessoni), with support from CFN 207 Mentor when needed, will train and work collaboratively with tenured teachers to ensure that new teachers are supported in becoming highly effective teachers. Teacher portfolios will be reviewed by the school administration, school mentors and Lead School Mentor. Superintendent will review teacher portfolios in order to make final tenure decisions.

CCLS (state and federal) will guide on-going PD, as Network specialists are supported in PD on new federal and state initiatives, they will turn key to key staff who in turn will share out to all staff

Local Grants: RESO-A funding for upgraded technology lab, new desktops, laptops and printers in classrooms, and Smartboards in all classrooms, along with PD by Tequip

### **ANNUAL GOAL #2 AND ACTION PLAN**

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

#### **Annual Goal #2**

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

**By June 2013 all students will be engaged in two literacy tasks, each embedded in a rigorous curriculum unit of study aligned to the CCLS for K-2 in information and opinion writing, and for grades 3-5 in opinion/argument and information writing, as measured by Writing Continuum Rubrics.**

#### **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.

*The new Common Core Learning Standards, the changes to the NYS assessments, and student Performance Levels 3 and 4 of 71.6%, and student Growth Percentile of 79.6% set the stage for students to meet the challenge of rigorous curriculum/literacy tasks, in order to achieve a high level of performance in literacy and acquire a quality education. Teachers will continue to plan for students to continue to achieve high 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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

All students will experience more challenging, rigorous discussions and assignments in order to accelerate their learning, deepen their knowledge and conceptual understanding, strengthen their abilities to use text and textual evidence in writing and discussion. Students will be engaged in literacy across content areas. Teachers will infuse opportunities for students to read and respond to a balance of literacy vs. informational texts. Students will be required to ground reading, writing and discussion in evidence from text in order to prepare them for the new state assessments. K-2 students will produce a written response to informational text, and a written response using opinion writing (Fall & Spring), first in a pre-assessment, in which teachers will sort and analyze results, and then through group activities and with prompting and support, will show improvement using post-assessments. Grades 3-5 students will produce a written analysis of informational text, and a written response using opinion or argument. They will participate in pre-assessments, then support from teacher in planned group activities, and will show improvement using post-assessments. Students' work will be aligned to the following CCLS: Reading Informational Text Standards 1 and 10 and Writing Standard 1 and 2. Speaking & Listening Standard 1 and Language Standard 6 – students engage effectively in collaborative conversations using conversational language/grade-appropriate academic vocabulary. Gr 3-5 AM/PM ESL program, Gr 3-5 PM test taking strategies/practice, ESL pull out/push in program, at risk SETSS support, Extended Day Time and Enrichment Program, pre/post task assessment, review of rubrics and self-evaluation by students, Small group instruction, grouping and planning for RTI tiers 1,2,3 work, engaging students in non-fiction reading/writing in core curriculum areas, writing in art, music, physical education

Support staff (ESL/SETSS(2)), TC Calendar Days, In-house PD, Network Support will all support teachers as needed to ensure a quality education for all students; Vertical Teams: Literacy Team (Reading and Writing) and Social Studies Teams will collaborate to ensure consistency across grades and school. Literacy through Drama program; Use of TC Running Records & Pre/Post Task Assessments; Inter-visitations and Lab sites will be made available for teachers. PD in the following: Thinking Maps (continues), CCLS, RTI, State Literacy Performance Tasks – sorting and analyzing

Review by administration of teachers' survey of needs, review of data (assessments, Quality Review, School Report Card, Progress Report) to encourage conversations with teachers during grade, faculty and team meetings regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities. Vertical Teams to offer effective feedback concerning curriculum alignment with assessments; SLT, ECC, Principal's Cabinet will all contribute suggestions, Inquiry Team work – many teams are targeting writing in the content areas – focusing on careful, thoughtful planning, teaching and monitoring student growth, and then adjusting plans as needed

September 2012-June 2013

#### **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.
- To increase parental involvement the following will be implemented: staff/parents will have access to interpretation services (face-to-face and phone translations), notifying parents of the procedures to arrange an appointment with their child's teacher and/or other staff, arranging opportunities for parents to receive training to volunteer and participate in their child's class, and observe classroom activities, planning activities for parents during the school year (literacy workshops, State Assessment Workshops, PJ and Book Night, Bingo Night, Health/Fitness Night, Science/Math Night, Saturday Fair, P/T conferences, Understanding Report Cards), assisting parents in understanding academic achievement standards and assessments and how to monitor child's progress (workshops including but not limited to ARIS Parent Link), translating documents (letters, flyers, calendars, report cards) in as many languages as possible, providing assistance from Parent Coordinator who will provide daily outreach to parents, supporting parents' request for parent involvement activities and providing these as well as professional development opportunities during times that are scheduled so that the majority of parents can attend, providing annual informational meeting on School-wide programs and their benefits during September PTA meeting and Parent Orientation, holding conversations with SLT to address parents' needs, concerns and to plan participation in school and parent involvement activities, inviting parents to AIS meetings so that they may be informed about their child's difficulties and to inform them of the strategies employed to help their child, and informing parents of students who have not met promotional criteria about possible summer school programs, creating a safe, supportive learning community that welcomes parents and guardians, involving/engaging parents in the planning/reviewing/evaluating the effectiveness of the Title I program, including the funding and allocations, encouraging parents to join school level committees, aid parents in understanding the State accountability system, proficiency levels, Annual School Report Card (School in Good Standing), Progress Report (A), Quality Review Report( Well developed), Learning Environment Survey, providing a Parent Resource Center

**Budget and resources alignment**

- Indicate your school's Title I status: X  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: ARRA RTTT, Universal Pre-K

**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). CFN 207 Specialists will support PD in new initiatives – CCLS, DOK, Performance Tasks; support to Principal and AP to be on continuous learning track to assist and guide teachers in new initiatives

Federal Title III funding to support language acquisition and test preparation support programs for ELL; Federal Special Education (SETSS) funding to support special education students whether mandated or at risk; Federal funding for Free Breakfast Program

Citywide: Per session for Inquiry Team work, and for PM test preparation program for all students in grades 3-5

STH: supplies are purchased for possibility of enrolling students in temporary housing, to enable these students to participate fully in all school activities and assignments.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

**By June 2013 all students K-5 will engage in two mathematics tasks embedded in rigorous curriculum units aligned to the CCLS to improve their mathematical reasoning as measured by task rubric.**

#### **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.

*The new Common Core Learning Standards, the changes to the NYS assessments and student Performance Levels 3 and 4: 83%; and a Growth Percentile: 87% set the stage for students to meet the challenge of rigorous curriculum/literacy tasks, in order to achieve a high level of performance in math and acquire a quality education*

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

As in ELA, students will experience more challenging, rigorous discussions and assignments in order to accelerate their learning, deepen their knowledge and conceptual understanding, and strengthen their abilities to use text and textual evidence in writing and discussion. Teachers will reorganize the sequence of math content across the year to reflect the major work of the grade. Students will be required to acquire fluency, application and conceptual understanding. Teachers will focus on differentiated math group work targeting the school's lowest third, as well as high achievers. Students will be involved in solving math problems requiring students to construct viable arguments and critique the reasoning of others and model their math thinking. Students will work individually or in small groups to discover solutions to mathematical problems. High level challenging math problems will be offered to students a minimum of 3x week. Focus will be on thinking, and explaining process rather than correct answer. Alignment of problems to CCLS and Performance Tasks.

Math Team will meet regularly to align EDM unit assessments with CCLS and work on grade level teams for lessons and continuity/consistency within/across grades. Math Lead Teachers (primary/upper) will attend PD offered by Network Specialists and share out with colleagues. PD will be ongoing during monthly grade meetings/faculty meetings/PD conference days, incorporating Webb's DOK and the Cognitive Rigor Matrix. Teams of teachers will work together to analyze results of pre-assessment, plan and teach students to construct viable arguments and critique the reasoning of others and model their math thinking. Teachers will participate in PD in improving questioning techniques that will promote student thinking enabling students to reflect on their understanding and consider new possibilities. Teachers will participate in PD to improve discussion techniques where students are engaged in successful conversations explaining the thinking behind their math. Use of Predictives and Unit tests, Math Boxes review, daily quick problems, and tasks to plan for students' needs. Use of Smartboard to engage and excite students in learning. Inter-visitation will be encouraged/planned for teachers

During PD and Math team meetings teachers will have the opportunity to share suggestions on implementation/use of academic assessments to evaluate the effectiveness of the strategies/activities, to discuss and explore alternate programs that may better align to CCLS; Smartboard training

September 2012-June 2013

**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.

To increase parental involvement the following will be implemented: staff/parents will have access to interpretation services (face-to-face and phone translations), notifying parents of the procedures to arrange an appointment with their child's teacher and/or other staff, arranging opportunities for parents to receive training to volunteer and participate in their child's class, and observe classroom activities, planning activities for parents during the school year (literacy workshops, State Assessment Workshops, PJ and Book Night, Bingo Night, Saturday Fair, P/T conferences, Understanding Report Cards), assisting parents in understanding academic achievement standards and assessments and how to monitor child's progress (workshops including but not limited to ARIS ParentLink), translating documents (letters, flyers, calendars, report cards) in as many languages as possible, providing assistance from Parent Coordinator who will provide daily outreach to parents, supporting parents' request for parent involvement activities and providing these as well as professional development opportunities during times that are scheduled so that the majority of parents can attend, providing annual informational meeting on School-wide programs and their benefits during September PTA meeting and Parent Orientation, holding conversations with SLT to address parents' needs, concerns and to plan participation in school and parent involvement activities, inviting parents to AIS meetings so that they may be informed about their child's difficulties and to inform them of the strategies employed to help their child, and informing parents of students who have not met promotional criteria about possible summer school programs, creating a safe, supportive learning community that welcomes parents and guardians, involving/engaging parents in the planning/reviewing/evaluating the effectiveness of the Title I program, including the funding and allocations, encouraging parents to join school level committees, aid parents in understanding the State accountability system, proficiency levels, Annual School Report Card (School in Good Standing), Progress Report (A), Quality Review Report( Well developed), Learning Environment Survey, providing a Parent Resource Center

**Budget and resources alignment**

- Indicate your school's Title I status: X  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: ARRA RTTT

**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).

CFN 207 Specialists will support PD in new initiatives – CCLS, DOK, Performance Tasks; support to Principal and AP so as to be on continuous learning track to assist and guide teachers in new initiatives

Federal Title III – per session funding to support language acquisition and test preparation support programs for ELL

Federal Special Education (SETSS) funding to support special education students whether mandated or at risk;

Federal funding for Free Breakfast Program

Citywide: Per session for Inquiry Team work, and for PM test preparation program for all students in grades 3-5

STH: supplies are purchased for possibility of enrolling students in temporary housing, to enable these students to participate fully in all school activities and assignments

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

**By June 2013, ELLs in grades 1-5 will have a minimum of 1% AMAO 1 (annual progress growth) level from 77.7 %(state was 64.2%) on 2012 NYSESLAT to 78.7% on 2013 NYSESLAT; and a minimum of 1.5% AMAO 2 (proficiency) level from 25.9% (state was 13.1%) to 27.4%**

### **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.

*Although ELLs currently meet the State Achievement Standards for NYSESLAT, we want to ensure that we keep pace with the state levels expected of us. In addition, focus will be to assist ELLs taking NYS Assessments*

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

Students are taught purpose and use of Thinking Maps; Read Alouds focus on introducing Juicy Words and comprehension skills; Imagine Learning student licenses, students are taught individually or in small groups based on needs mostly in a push-in program, and on occasion in a pull out program depending on student needs and activity involved in, strong visual and dramatic support, participation in Ballroom Dancing (4<sup>th</sup> grade students), Drama Through literacy and Curriculum Based Dance Program; multiple leveled books of low level/high interest

Each ESL teacher is assigned a grade to work with so that she is able to become familiar with (grade) curriculum to support work done in classroom which aligns with CCLS; Congruence is scheduled between ESL teacher and each classroom teacher she works with; ESL teachers support classroom teachers with strategies to assist when ESL teacher is not present in classroom; Ballroom Dancing, Literacy through Drama, and Curriculum based Dance specialists support listening, speaking, reading and/or writing skills; Attendance/participation at PD including ESL training from Network, TC Calendar Days and Lab sites

ESL Team comprised of AP, ESL teachers, Classroom teachers of ESL students was established to analyze ELL test data and determine implications for instruction and the use of assessments to evaluate the effectiveness of the strategies/activities, SLT, ECC, Inquiry Team work

September 2012-June2013

### **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.

To increase parental involvement the following will be implemented: staff/parents will have access to interpretation services (face-to-face and phone translations), notifying parents of the procedures to arrange an appointment with their child's teacher and/or other staff, arranging opportunities for parents to receive training to volunteer and participate in their child's class, and observe classroom activities, planning activities for parents during the school year (literacy workshops, State Assessment Workshops, PJ and Book Night, Bingo Night, Saturday Fair, P/T conferences, Understanding Report Cards), assisting parents in understanding academic achievement standards and assessments and how to monitor child's progress (workshops including but not limited to ARIS ParentLink), translating

documents (letters, flyers, calendars, report cards) in as many languages as possible, providing assistance from Parent Coordinator who will provide daily outreach to parents, supporting parents' request for parent involvement activities and providing these as well as professional development opportunities during times that are scheduled so that the majority of parents can attend, providing annual informational meeting on School-wide programs and their benefits during September PTA meeting and Parent Orientation, holding conversations with SLT to address parents' needs, concerns and to plan participation in school and parent involvement activities, inviting parents to AIS meetings so that they may be informed about their child's difficulties and to inform them of the strategies employed to help their child, and informing parents of students who have not met promotional criteria about possible summer school programs, creating a safe, supportive learning community that welcomes parents and guardians, involving/engaging parents in the planning/reviewing/evaluating the effectiveness of the Title I program, including the funding and allocations, encouraging parents to join school level committees, aid parents in understanding the State accountability system, proficiency levels, Annual School Report Card (School in Good Standing), Progress Report (A), Quality Review Report( Well developed), Learning Environment Survey, providing a Parent Resource Center.

**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).  
CFN 207 ESL Network Specialist to offer PD and in-house support through one on one or small group planning and classroom visitations  
State sponsored ESL Accelerated Program CFN 207 Specialists will support PD in new initiatives – CCLS, DOK, Performance Tasks; support to Principal and AP to be on continuous learning track to assist and guide teachers in new initiatives

Federal Title III funding to support language acquisition and test preparation support programs for ELL;

Federal Special Education (SETSS) funding to support special education students whether mandated or at risk;

Federal funding for Free Breakfast Program

Citywide: Per session for Inquiry Team work

Title III funded before and after school language acquisition programs; Dance and Orchestra (partial) to support ELLs in language through the arts

STH: supplies are purchased for possibility of enrolling students in temporary housing, to enable these students to participate fully in all school activities and assignments.

**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	Shared reading/writing; interactive writing, read alouds, specific reading/writing strategies, guided reading, double-dose Foundations (K-2), Technology – RAZ Kids, Starfall (ELLs/Primary)	Small group (2-8), one-to-one conferring	During school day Extended day Before and after school
Mathematics	Charts offering simplified language and picture support, reinforcing important content vocabulary, repeated readings, math games	Small group (2-8), one-to-one conferring	During school day Extended day Before and after school
Science	Charts offering simplified language and picture support, reinforcing important content vocabulary, repeated readings, math games	Small group (2-8), one-to-one conferring	During school day during Science lessons – specialist or classroom teacher
Social Studies	Charts offering simplified language and picture support, reinforcing important content	Small group (2-8), one-to-one conferring	During school day – most often UBD Social Studies Fridays

	vocabulary, repeated readings, math games		During Literacy/Social Studies units
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Discussions/games/scenarios, about following rules, dealing with family issues, getting along with peers, appropriate self-expression; self-esteem builders,	Small group (2-8), one-to-one conferring	During school day Extended day

### 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.

\*recruitment: all teaching candidates must submit a resume outlining their education and experience to inform administration of abilities/talents/experience. When possible tentative candidates plan and deliver a lesson, observed by two administrators. If candidate has worked in other schools (student teacher, substitute, excessed) I personally call school to inquire about previous assignments and quality of teaching.

\*retention: teachers are invited to participate in the decision making of school related protocols, curriculum, etc; verbal and written commendations and thank you's; allocating time to collaborate on quality planning and analyzing of student growth; on-going professional development to ensure all teachers are highly qualified.

\*assignments: all staff assignments align to their licensed area of expertise

\*support of High Quality professional development

TC in-house staff developers/lab sites and Calendar Days

Grade and Faculty Meetings – informing, then supporting teachers in Citywide Instructional Expectations, CCS, new initiatives, aligning curriculum with CCS

CFN 207 specialists support – special education, CCS, ESL, Math, Science, RTI, and other needs

\*incorporating all of the above to ensure a staff of highly qualified teachers: 2011-2012 BEDS Survey deemed 100% of teachers highly qualified

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**PARENT INVOLVEMENT POLICY (PIP)**

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;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year (October 25, 2013) 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, afternoon 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 Event where all parents are invited to attend 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:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting PTA Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for 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 and web-site 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;

## **The Thomas Jefferson School**

Public School 22 Q  
153-33 Sanford Avenue  
Flushing, New York 11355

Priscilla Milito, *Principal*  
Jennifer Meyer, *Assistant Principal*  
Katherine Tessoni, *Asst. Principal*

Tel. (718) 762-4141  
Fax (718) 358-1260

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year (October 25, 2013) 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 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 <b>Charles Amundsen</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>22</b>
School Name <b>Thomas Jefferson</b>			

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

Principal <b>Priscilla Milito</b>	Assistant Principal <b>Jennifer Meyer</b>
Coach <b>Kathy Uhland-Tessoni</b>	Coach <b>type here</b>
ESL Teacher <b>Adrienne Ricciardi</b>	Guidance Counselor <b>Dan Levine</b>
Teacher/Subject Area <b>Mary Frangias/ESL</b>	Parent <b>Laura Kavourias</b>
Teacher/Subject Area <b>Deborah Patino/Kindergarten</b>	Parent Coordinator <b>Lilliana Coltelli</b>
Related Service Provider <b>Colleen Hindle/SETSS</b>	Other <b>Kelly Falco/Primary Literacy</b>
Network Leader <b>Peggy Miller</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>6</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>688</b>	Total Number of ELLs	<b>255</b>	ELLs as share of total student population (%)	<b>37.06%</b>
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## Part II: ELL Identification Process

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

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

1. Student registration that takes place once school has begun in September is organized by the Pupil Accounting Secretary, MaryJane Koulermos. She is often assisted by school aides, the Parent Coordinator, Lilliana Coltelli, and parent volunteers who speak various languages. A pedagogue trained in the administration of the HLIS (one of the ESL teachers) assists with each registration in an effort to expedite the initial identification of possible ELLs by administering the HLIS, including the informal oral interview and the formal assessment. Pedagogues were present for registration that took place in the summer of 2011, which was also handled by Mrs. Koulermos. Since Chinese is PS 22's largest and still growing population, every effort is made to have Chinese-speaking personnel present at registration, as well as Spanish and Korean when necessary. Translation services are used if necessary for other languages. The HLIS is offered to the parents at registration in their home language and/or English as requested or as deemed necessary. Once home language has been determined during the interview process, using the OTELE codes, admission data is input into ATS by Mrs. Koulermos and reviewed and changed if necessary by the ESL Coordinator, Adrienne Ricciardi. The LAB-R is administered by a certified ESL teacher (Rachel Emproto, Wei Fei, Mary Frangias, Adrienne Ricciardi, Ellaina Despotoulis, Olivia Ioannou) within 10 days of the student's entry into the school as the first formal evaluation. If indicated, the Spanish LAB is then administered (Adrienne Ricciardi, certified Bilingual Spanish CB.) Exams are hand-scored in order to provide immediate information for class placement and differentiated instruction. A written log of tests administered is kept on file. Parents of students who are transfers from within NYC do not fill out a new HLIS; exam history (HIST) is looked at on ATS immediately to determine eligibility for ESL services. Transfers from within NYS may have a NYSESLAT score; an ESL teacher will call the sending school to enquire. Schools in other states are also contacted to see if there is a parallel test score that entitles a transfer student to ESL services. Since registration is ongoing at PS 22, the secretary calls down the ESL teacher for the grade the student will be entering to assist at the registration.

All entitled ELLs are annually evaluated using the NYSESLAT. In order to ensure that all students are tested, the RLER is run from ATS for both the LAB-R and the NYSESLAT. RADP reports are periodically run to ensure that no new admits (either new to the system or transfers) have been overlooked. Pre-slugged answer documents, when they arrive, are double checked against these reports and also against running class lists of entitled students. A checklist is made by the ESL Department for each class (ROCL) and each answer document is checked off when completed. A checklist for scoring the Writing portion of the NYSESLAT has been created; a label with student information is affixed to each checklist and to each writing test. The test answer documents are checked by several pairs of eyes before submission to the Test Scanning Center.

2-3. Once a child is determined to be entitled to ESL services or not, parents are notified with the appropriate letter in the appropriate home language (Letter C, Letter E) as requested by the parent on the HLIS form. For entitled students, an invitation to attend the Parent Orientation Meeting is attached. Additionally, Letters G (Continued Entitlement) and H (Transition) are sent to parents at the beginning of the school year in the appropriate home language along with the student's NYSESLAT scores and explanations. In 2011, letters were sent in Bengali, Chinese, English, Korean, Punjabi, Russian, Spanish and Urdu. The Parent Coordinator's name (Lilliana Colteli) is listed in all the appropriate places; Adrienne Ricciardi is named as the ESL contact person for questions and for return of program selection letters, along with the school telephone number. All letters are given to classroom teachers for distribution to parents with a

cover note of explanation for the teachers.

The first Parent Orientation is held at 8:00 AM, the beginning of the school day, on a date earlier than that listed on the Parent Survey as the return date, during the second or third week of school but before the tenth school day. A specific agenda is followed: introductions to personnel, descriptions of the three program models and current research about each, viewing of the Parent Orientation Video in various languages, distribution of Parent Surveys to those who did not bring theirs with them or who want a new copy, help in filling out the surveys (Wei Fei-Chinese, Adrienne Ricciardi-Spanish, Sarah Yi or Vivian Choi (classroom teachers) or parent volunteers-Korean, collection of surveys, discussion of program availability at PS 22 and other schools (including state mandates for formation of classes), general questions and answers. The second Parent Orientation is offered a week or two later, early in the morning, before school begins, for parents who did not yet return the survey and for parents of students registered after the first day. If the Parent Survey is not returned by the time of Parent Teacher Conferences in November, the child's ESL and/or classroom teacher will have a survey ready for the parent to fill out at that time. Further parent outreach is made by telephone (using the translation service when necessary) or by mail. In addition to scheduled meetings and contacts, parents are encouraged to visit or call the school at any time with questions. Efforts are made for every parent to understand the importance of filling out the survey and making a program choice for his child, including the fact that the default program is Transitional Bilingual Education as per CR Part 154. All surveys will be filled out and returned before the BESIS collection.

Identification, interview of parents and assessment of potential ELLs is an ongoing process that continues throughout the year as new students are registered. A final push for completed surveys is made in late May/early June when BESIS is reopened.

The ESL contact person for survey collection and monitoring is Adrienne Ricciardi. A ROCL is printed for each class. It is used as a data checklist to record information for both new entrants and continuing ELLs: receipt of completed HLIS, home language and language requested by parents for communications from school, name of letter disseminated to parents and date of such (including subsequent letter for those not returned the first time), receipt of Parent Survey and Program Selection Form, parent choice, disseminate of placement letter and date. When the entire process has been completed, the original Parent Survey gets attached to the original HLIS and is placed in the student's cumulative record folder. A copy of each is kept in the ESL Department files. Copies of the Placement Letter (F) and the Continued Entitlement Letter (G) are also kept on file. The ESL contact person also completes the ELPC for each new student.

4. As Parent Survey and Program Selection Forms are returned, a tally sheet is kept to monitor the number of surveys returned and the selections made. Initially, all entitled students are placed in the Freestanding ESL Program at PS 22, in the appropriate class to receive the mandated number of minutes of ESL instruction based on their proficiency level on the NYSESLAT or the LAB-R. When the threshold of fifteen students of one language in one grade or two contiguous grades whose parents are requesting either a Transitional Bilingual or a Dual Language class is met, parents will be called in by the administration and the ESL Department for an additional meeting (in their native language) to discuss program choices and program goals. An attempt will be made to form a bilingual class is necessary.

5-6. Based on recent data (2009-2011) from the Parent Survey and Program Selection Forms, the choice of parents at PS 22 is for a Freestanding ESL Program, which we have in place. Given the extremely limited opportunities for transfer, no parent has exercised a transfer option. In Fall 2011, a large number of kindergarten parents requested Chinese Dual Language. In an effort to build alignment, an additional meeting was held (with Chinese translation, both oral and written) with these parents, administration and ESL teachers, to further explain the program and to entertain any questions. Research into forming a Chinese Dual Language class has begun by having conversations with our ELL Compliance Office; a visit to a school with a Chinese Dual Language class has taken place as well. This research is ongoing.

2009-2010 Gr.K-5	Transitional Bilingual	Dual Language	Freestanding ESL
Chinese	8	12	20
Korean	1	1	7
Spanish	0	1	11
Other	2	1	0
2010-2011 Gr.K-5	Transitional Bilingual	Dual Language	Freestanding ESL
Chinese	4	15	9
Korean	1	0	12
Spanish	1	0	2

Other	0	1	2
2011-2012 Gr.K-5	Transitional Bilingual	Dual Language	Freestanding ESL
Data as of 11/28/11			
Chinese	6	21	17
Korean	0	0	3
Spanish	6	6	9
Other	1	2	3

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														<b>0</b>
<b>Dual Language</b> <small>(50%:50%)</small>														<b>0</b>
<b>Freestanding ESL</b>														
<b>Self-Contained</b>					1									<b>1</b>
<b>Push-In</b>	5	3	3	3	2	2								<b>18</b>
<b>Total</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>19</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	<b>255</b>	<b>Newcomers (ELLs receiving service 0-3 years)</b>	<b>240</b>	<b>Special Education</b>	<b>10</b>
<b>SIFE</b>	<b>3</b>	<b>ELLs receiving service 4-6 years</b>	<b>14</b>	<b>Long-Term (completed 6 years)</b>	<b>1</b>

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. ①

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										0
ESL	240	3	8	14		2	1			255
Total	240	3	8	14	0	2	1	0	0	255

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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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	21	15	13	12	6	5								72
Chinese	34	27	33	20	22	9								145
Russian	1													1
Bengali					1									1
Urdu	1	0	2	3	1									7
Arabic														0
Haitian														0
French														0
Korean	2	1	2	3	2	0								10
Punjabi	1	2	2	0	0	2								7
Polish														0
Albanian														0
Other	1	3	2	0	3	3								12
<b>TOTAL</b>	<b>61</b>	<b>48</b>	<b>54</b>	<b>38</b>	<b>35</b>	<b>19</b>	<b>0</b>	<b>255</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

1-2. PS 22 has a Freestanding ESL Program in which all entitled students are served in a collaborative push-in instructional model. In addition, ELLs receive occasional instruction in a pull-out environment in a small group, focusing on beginners and intermediates. To ensure consistency and alignment of instruction and planning, and to assure that the mandated number of instructional minutes are provided as per CR Part 154, there are three or more dedicated ESL classes on each grade, with one ESL teacher assigned to the grade whenever possible. PS 22 has seven full-time, fully certified ESL teachers. Another classroom teacher is actively pursuing her ESL certification. Articulation between classroom and ESL teachers is scheduled once in every seven day cycle. All mainstream classes at PS 22 are heterogeneous and travel in a block; most classes with entitled students include students in all proficiency levels (B through P), with a few having only Advanced and Proficient students. Most also have some English speaking students as well. PS 22 runs on a 7-school day, 50 minute period schedule. Across a month, ESL teachers spend a minimum of either 360 or 180 minutes per week in each class delivering explicit ESL instruction. Classroom teachers provide the ELA instruction. Entitled ELLs in ICT classes are fully served as per their IEPs. There is one self-contained 4<sup>th</sup> grade ESL class; the teacher is dually certified.

3. ESL teachers refer to standards-based content area curriculum calendars for all subject areas, incorporatin ESL strategic methodologies and instructional strategies alongside ELA methodologies to provide a balanced literacy program that is aligned with learning standards and core curriculum in ESL, ELA and content areas. Explicit ESL and scaffolded content area instruction are delivered in English in whole class, small group and individual settings, with planning based on curriculum calendars and ongoing assessments, both formal and informal. In 2011-12, ESL teachers accompany their classes to every Science period in an effort to make the content comprehensible and to build academic language. More than half of the ESL teachers are bilingual and offer support to students, parents and staff with academics and other issues. Bilingual books, glossaries (math, science and social studies) and dictionaries are available and used by students, teachers and parents to help make content comprehensible. A variety of approaches and methods are used by both classroom and ESL teachers such as Shared Reading, Guided Reading, Shared Writing, Interactive Writing, Deconstruction/Reconstruction, Mapping Meaning to Text, Demystifying Figurative Language, Total Physical Response and Word Play with BICS and CALP. Charts modeling correct language usage and content vocabulary, as well as various thinking maps are integral part of instruction at PS 22. Classroom teachers and ESL teachers sometimes share the whole class instruction through parallel teaching, station teaching, team teaching or the one

## A. Programming and Scheduling Information

teach one observe models, in order to further enrich language development for all students.

4. In an effort to evaluate ELLs abilities in their native language, we talk to parents and students at registration, use the HLIS to look at prior education (including any documentation brought from the native country), administer the Spanish LAB and informally evaluate in Chinese (Wei Fei, ESL teacher).

5. a. SIFE students receive te mandated ESL instructional time. In addition, depending on their individual needs for instruction in language arts and/or mathematics, they receive additional instruction during Extended Day, Title III and At Risk programs. Where possible, a teacher fluent in the SIFE's language will also help to scaffold content for the student. In 2011, an ESL teacher will receive training in the Wilson Program.

b. Newcomers receive the mandated ESL instructional time, which includes differentiated small group instruction based on both formal and informal assessments. Scaffolds such as pictures, charts, and realia, as well as computer-based instruction such as Starfall and Imagine Learning are an integral part of the newcomer program. Traditional ESL texts may be used when appropriate. During the writing period, newcomers are offered paper suited to their level of English proficiency. Teachers of ELLs often place them in triads where they can listen to peers as models. They also receive additional instruction during Extended Day and in Title III programs. Students who will be taking the ELA for the first time receive additional instruction to help them become accustomed to the exam. In 2011-12, extra teaching periods in ESL teachers' schedules (above the mandated 360 minutes) are devoted to working with newcomers.

c-d. ELLs receiving services for 4-6 years and Long-Term ELLs (completed 6 years) receive the mandated ESL instructional time for their proficiency level on the NYSESLAT. Small group differentiated instruction is provided by both the classroom and the ESL teacher durig the school day and during Extended Day and in Title III programs. Based on formal and informal assessments such as NYSESLAT, ELL Periodic exams, ITAs, and teacher-made assessments, and through the work of Sub-Inquiry teams, students in these categories will receive specific strategy lessons in listening, speaking, reading and/or writing. To help meet the performance standards in listening, students listen to books on tape or computer based listening websites, play listening games and take part in additional read aloud and explicit listening strategy lessons. Small group and individual instruction for speaking skills include choral reading, Readers Theater, dialogues, repetition drills and formal and informal conversations with teachers and peers. Students who need help meeting performance standards in reading may be involved in commercial programs such as Voyager, Starfall, Imagine Learning, Foundations, Words Their Way, Scholastic Guided Reading and Reading Recovery. These students, who often have fluency but lack academic language, receive focused strategy lessons in academic vocabulary and usage. Additional personnel such as the Literacy Coach help to further differentiate instruction for these students. Ongoing testing with Running Records checks their reading progress frequently and helps to drive instruction. Pre-teaching of content area vocabulary also aids in content area comprehension for these students. To help students meet performance standards in writing, students might also (in addition to the strategies listed above) receive explicit instruction in writing development, organization, language use and mechanics.

6-7-8. Students With Disabilities and ELL-SWDs at PS 22 are served by the same intervention programs as non-ELLs. For all subjects, students are served in the Extended Day program, with differentiated instruction provided, using programs such as Voyager and Scholastic Guided Reading. There is a Reading Recovery program, as well as At Risk and SETTTS programs. Everyday Math is used at PS 22; the Spanish version is used, as well as the Differentiation Handbook to individualize lessons for ELLs. Math manipulatives help to make math content comprehensible at all levels. Bilingual glossaries (science, social studies, math) are available in many languges and are distributed for classroom and home use. Bilingual dictionaries are available in all classrooms. The Title III programs are offered to ELLs and ELL-SWDs. Scheduling is arranged so that ESL and other services such as OT or speech do not overlap.

### 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**

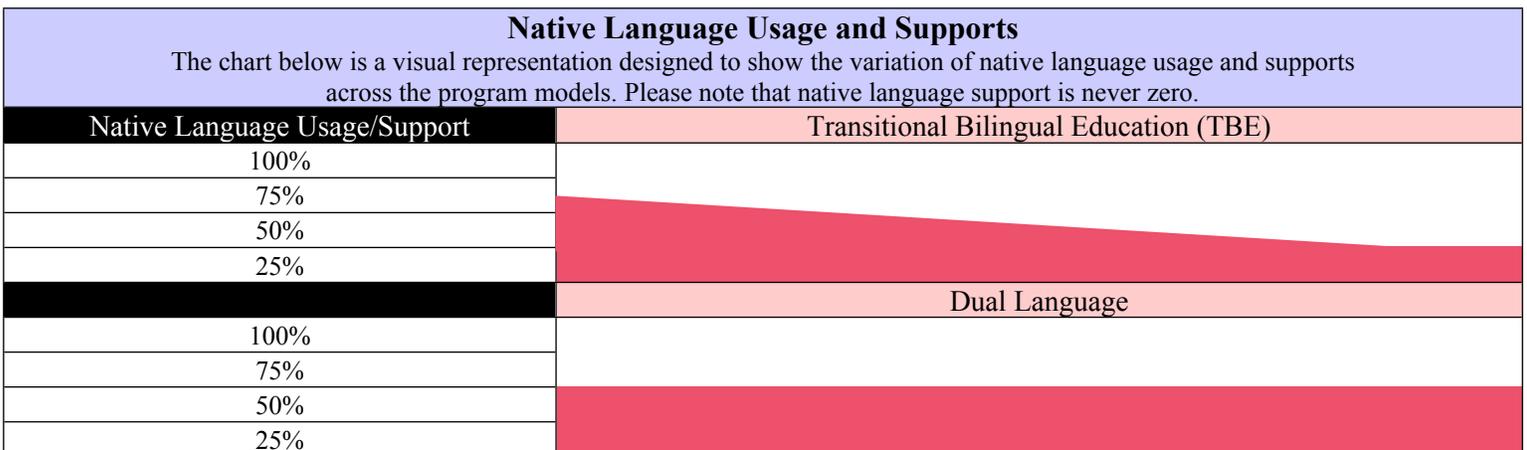
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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. (see 6-7-8 above)

9. Transitional students are often placed in the dedicated ESL classes, especially in year one after scoring Proficient on the NYSESLAT, in order to take advantage of the services of the push-in ESL teacher. As per the NY State Education Department, these students receive the same test accommodations as ELLs for two years following their exit from the program, including the use of bilingual glossaries and bilingual versions of exams.
10. In 2009-10, PS 22 became a Project School in the TC Reading-Writing Project with professional development and support provided by consultant teachers, which is continuing in 2011-12. Additionally, all classrooms are now using the Understanding by Design program for social studies. During Extended Day, we now offer an Enrichment Program as well as a remedial program. We have a ballroom dancing program for upper grade ELLs to support listening, speaking and intercultural learning. Some classroom, special education and ESL teachers are being trained to use Thinking Maps, as well as a teacher who will be trained to use the Wilson Program.
11. There are no planned changes in the services and programs offered to ELLs.
12. ELLs are given the same opportunities as all other students to participate in after school and supplemental services whether the programs are universal or based on need. Parents receive notification and brochures in various home languages. Such programs include strings, chorus, newspaper club, art club, student government, Title III ESL, and Extended Day Enrichment.
13. PS 22 uses a balanced literacy program; books on all levels are available for all classrooms. Native language books in fiction and non-fiction are available as well for both the independent reading period and to support content area. All classes use the Understanding By Design program for social studies and the NYC Full Year Trade Book Program, which help to make the content more comprehensible for ELLs. Everyday Math is used throughout the school, enriched with manipulatives. The Foss Program is used for science in all grades; there are two science laboratories where all students can learn through hands-on activities, accompanied to science class by their ESL teachers. All classes receive hands-on instruction in the technology lab, as well as use computers in the classrooms. Most classrooms have SmartBoards which are used for internet-based instruction and as a visual aid during instruction. ESL teachers bring other resources such as realia, posters, picture cards and alternate texts to the classroom to help enrich language and make the content more comprehensible.
14. In the Freestanding ESL push-in model, native language support is provided through books (bilingual dictionaries, glossaries, dual language and native language literature.) Students are placed in partnerships and triads for instruction, often with one or more proficient peers who speak the same language. PS 22 is a culturally diverse school and literature and lessons reflect our sensitivity to the backgrounds of our many ELLs and their families. Several ESL teachers are bilingual and also offer support to students and parents.
15. All programs, placements and instruction at PS 22 are age and grade appropriate, providing standard bearing grade level instruction.
16. The Parent Coordinator advertises public library programs, community connections and other various resources available for families.
17. At this time, PS 22 offers no language electives and no bilingual programs. It has a Freestanding ESL 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)?

Paste response to questions 1-5 here

#### **D. Professional Development and Support for School Staff**

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

1. Since the percentage of native English speakers at PS 22 is so small, all teachers at PS 22 are considered teachers of ELLs, whether classroom teachers, cluster teachers or ESL teachers. Professional development is provided through various means. Outside of the school, the Office of English Language Learners and other DOE offices offer many opportunities for study which teachers take advantage of, such as Unbundling Citywide ELA Performance Units: Ensuring Success for ELLs and All Learners or webinars on how to complete various state compliance documents such as BESIS. Similarly, the Teachers College Reading Writing Project offers workshops which many teachers attend throughout the school year, such as "The Role of Reading, Writing and Language in Acquiring Knowledge and Engaging in Inquiry in Science 11/2/11," or "Creating a Word-Learning Multilingual Classroom Community that Matches the Needs of Transitional Readers and Writers 1/10/12." Turnkey workshops within the school are then scheduled in order to share information, on PD days such as Election Day, during grade conferences, and during faculty conferences. PS 22 is a Project School for 2011-12. TCRWP staff developers have created lab sites and discussion groups by interest and/or grade within the school which all classroom and ESL teachers attend on a weekly basis during the ongoing appropriate cycles. Teachers are also supported by the Integrated Curriculum & Instruction Network Support Specialists (for ESL, Special Ed., math and science) with data analysis, with practical classroom strategies and with in and out-of-school workshops for both classroom and ESL teachers. In 2011-12, a series of Thinking Maps workshops is being held for Special Ed. teachers and the ESL teachers who support their classes. ESL and Special Education Liaisons attend monthly meetings. ELL Compliance and Performance Specialists support ESL teachers and administration by ensuring that mandates are met and that ELLs and their parents are receiving all services to which they are entitled. Most teachers at PS 22 are involved in Sub-Inquiry Teams in 2011-12. They are supported by administration and are trying to align their work with the Core Curriculum. PS 22 also has a variety of vertical teams that work on Writing, Science, Social Studies, Literacy and ESL issues and meet monthly.
2. Classroom teachers of ELLs receive extra time to work on records that will be sent to the receiving middle school. The guidance counselor often serves as the middleman between the two schools. The local middle school offers a program during the school day that helps familiarize the students with the new school. Students and their parents are encouraged to participate in programs offered by the middle schools to acquaint them with each school and help them make their choices about which school to attend.
3. Teachers at PS 22 have completed the minimum 7.5 hours of Jose P training in a variety of ways. Some have completed courses at universities, some have taken in-service credits through the DOE, many have received in-house professional development from ISI NSS workshops or from certified ESL colleagues. Records of this training have been recorded and certificates issued by the school.

## E. Parental Involvement

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

1. PS 22 has a PTA which holds monthly meetings and activities. Various family activity nights and afternoons (Family Science & Math, PJ & A Book, School Carnival, Bingo, Sports) are held throughout the year and are very popular as evidenced by the high attendance. Two teachers and the Parent Coordinator have been trained in MAPPS and have held workshops. Various parent meetings are held throughout the year on topics such as writing or understanding state assessments. Parents are invited to accompany class trips. At the beginning of the school year, Meet the Teacher days are well attended, while Parent Teacher Conferences in November and March customarily have large turnouts. The PS 22 ESL Team has created and ESL Report Card which is sent home along with the classroom teacher's report card so parents can be made aware of their children's progress in language acquisition as well as in content area. All report cards are translated into Chinese, Korean and Spanish, the three dominant languages at PS 22.

2. Best Academy provides a much-needed afterschool at PS 22 as a (paid) service to working parents. The Guidance Department and the Parent Coordinator are links for parents to many needed services outside the school. The PS 22 website has timely and vital information for parents. This year, under the guidance of the SBST social worker, there is a Chinese-speaking intern available to work with both students and parents.

3. From time to time, parents are surveyed on a variety of issues. Lilliana Coltelli, our Parent Coordinator, is always available, as are the administration and guidance counselor, and parents are aware they can contact the school at any time regarding any issue.

4. The first concern of a parent is the education of his child. PS 22 offers activities which involve parents and children learning and playing together. We also offer activities and workshops to help parents learn how the school functions, the curriculum and how they can help their children at home, whether or not they speak English. We encourage parents to participate by keeping them abreast of what is happening at PS 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)	36	18	11	6	5	3								79
Intermediate(I)	11	19	6	15	7	9								67
Advanced (A)	14	6	37	17	28	7								109
Total	61	43	54	38	40	19	0	0	0	0	0	0	0	255

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		6	4	2	1	0							
	I		8	4	2	4	5							
	A		22	30	16	11	9							
	P		8	10	15	18	3							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>		15	7	3	4	2							
	<b>I</b>		18	5	15	7	8							
	<b>A</b>		7	25	17	22	6							
	<b>P</b>		4	11	0	1	1							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	17	14	0	34
4	3	16	12	0	31
5	9	19	7	0	35
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			2	11	1	21	0	2	37
4			2	3	4	8	0	16	33
5			3	12	2	13	0	5	35
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	3	3	6	9	4	6	32
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)								
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. Early literacy skills of ELLs are assessed using LAB-R, Spanish LAB, TCWRP and Stages of Language Acquisition. The data provides information that informs how these students may be lacking in many areas such as vocabulary, concepts of print and letter and sound recognition. It can also help us to identify SIFE students. In addition, the data helps inform decisions about placement of students; a 6<sup>th</sup> ESL teacher was added in 2010, which afforded, in some instances, a smaller number of ELLs per class and a greater mix of Beginner, Intermediate, Advanced and Proficient students per class. Program and software decisions are also based on this data. Also, Professional Development for both classroom and ESL teachers is geared towards needs identified by these assessments.

2. Analysis of 2011 LAB-R and NYSESLAT data shows 255 entitled students at PS 22. Overall, there are 79 Beginners, 67 Intermediates and 109 Advanced students across the grades. There is a large number of students in the primary (K-1) grades, most of whom score in the Beginning-Intermediate level. Students perform better and become proficient more quickly in the areas of listening and speaking than in reading and writing. Research showed that, overall, there were 54 students who scored Proficient in the L/S subtests but were held back by a lower score on the R/W subtests, evenly distributed across the grades. There were only 19 students who scored Proficient in the R/W subtests but were held back from transition by the L/S subtests. Beginners in grades 1-5 are all newcomers. With the exception of kindergarten, students tend to move from Beginning to Advanced proficiency level in the L/S modality. However, the results of the R/W subtests show many students scoring in the Intermediate level. All of these have implications for whole class, small group and individual instruction.

3. ESL teachers analyze in detail the results of the NYSESLAT, using ATS, ARIS, NYStart, and results of yearly AMAOs, looking closely at student achievement in each modality. Results, which are shared with classroom teachers, directly affect instructional decisions for small groups, entire classes and individual students. This data helps with the formation of these strategy groups as well as with the choice of methodology and materials. NYSESLAT research has school wide implications for instruction for all students.

4a. Examination of ELLs' scores in math (NYS Math Spring 2011) shows most students scoring in Level 2 or Level 3, including 68 students who were offered the exam in the native language version. There were no ELL students in Level 1. On the Spring 2011 ELA, ELLs who were not exempt scored Level 2 or 3 with 15 students in Level 1; the results were evenly distributed across the three grades. Spring 2011 NYS Science (4<sup>th</sup> grade) showed most students at Level 3 (15), with 6 at Level 2 and 10 at Level 4. The majority of the students who took the native language version scored in Level 3. The one student at Level 1 is both an ELL and a SWD. Most, if not all, of the students who use the translated versions of the exams and answer in their native language are first year students; by their second and third year the students are generally more comfortable taking the assessments in the language of instruction. Nevertheless, they are offered the native language version when it is available, and are tested in a classroom with a bilingual proctor who gives instructions in both languages. Bilingual glossaries may also be used.

4b. As with the NYSESLAT, the ELL Periodic Assessments have an impact on ESL and ELA instruction in grades 3-5. The Periodic Assessments allow teachers to pinpoint specifically, class-by-class and student-by-student, which standards and types of questions are weakest for students within reading, writing and listening and can plan standard bearing grade level instruction accordingly. Administrators use these results to drive the instructional plan for the entire school.

4c. The overall scores on the ELL Periodics do not accurately predict performance on the NYSESLAT since the writing section is completely multiple choice and there is no actual writing done by the students, so it is not statistically a predictive exam. However, study of the Item Analysis Report on Pearson Inform led to some conclusions about ELLs and their strengths and weaknesses. For both grade bands, reading had the lowest scores, with writing and listening about equal. Further investigation showed that questions with inferencing had low scores for both grade bands. In writing, students did poorly in conventions of writing English, and in listening, they did poorly in following

oral directions. This school year, all classrooms have been provided with grammar workbooks in an effort to improve students' writing skills. All of the strongest answers, in all three modalities, had picture choices rather than text, which shows that the ELLs are more successful than without.

5. Not Applicable

6. The success of programs for ELLs is evaluated by analyzing data: NYSESLAT, ELL Periodics, ELA, NYS Math and Science Assessments, Running Records, Writing Continuum, Sub-Inquiry work, and/or attendance, specifically looking at statistics for ELLs. The conditions of learning for ELLs in the classroom are observed to ensure that both ELA and ESL standards are followed. Stages of language acquisition are also examined as a measure of ELLs' progress.

### 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:** Thomas Jefferson

**School DBN:** 25Q022

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Priscilla Milito	Principal		12/19/11
Jennifer Meyer	Assistant Principal		12/19/11
Lilliana Coltelli	Parent Coordinator		12/19/11
Adrienne Ricciardi	ESL Teacher		12/19/11
Laura Kavourias	Parent		12/19/11
Mary Frangias/ESL	Teacher/Subject Area		12/19/11
Deborah Patino/Kindergarten	Teacher/Subject Area		12/19/11
Kathy Uhland-Tessoni	Coach		12/19/11
	Coach		
Dan Levine	Guidance Counselor		12/19/11
Peggy Miller	Network Leader		12/19/11
Colleen Hindle/SETSS	Other		12/19/11

**School Name: Thomas Jefferson**

**School DBN: 25Q022**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kelly Falco/Primary Literacy	Other		12/19/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: 25Q22 School Name: Thomas Jefferson

Cluster: 2 Network: 207

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

**Part A: Needs Assessment Findings**

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

Parent surveys, including LES, and conversations with Administration, Parent Coordinator, ESL and classroom teachers, Secretaries and Guidance have informed us of methods that parents want to have us communicate with them. Using our Parent Language Surveys helps us to begin communication in a Parent's home Language. At times we learn that parents wish to have notices in both Native language and English. For written translation: parent coordinator transmits all translated notices to parents using translation unit so that our written translated versions in languages are available in a timely fashion. During parent/teacher conferences translators are hired and volunteers are invited to assist teacher/parent communication.

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.

More than 1/3 of our student population are ELLs, and about 2/3 of our parents are non-English speakers. The use of both written translation or translation service (phone or translator) helps parents to better express their concerns and assists us in helping parents understand the academic/social needs relative to their children. When parents arrive to register their children, language preference is noted. Parents prefer receiving written notices in their native language, but a few prefer notices in both native language and English. We make every effort to use the DOE translation unit or staff to translate all notices for parents in their native language. If an emergency notice needs to go home, it is stamped in multiple languages, "Important, please have this translated". For oral interpretations phone or staff are used. The major languages at PS 22 are Chinese (Mandarin and some Cantonese), Spanish, Korean, Punjabi and Urdu with a few other families speaking Hindi, Farsi, Dari, Portuguese and Russian. Information about these languages comes from both the LAP and the RPOB report in ATS, as well as from the initial HLIS form at the time of registration.

## Part B: Strategies and Activities

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

As described in Part A above, written translations are sent home in Home Language, unless it is an emergency notice in which case a translation stamp is affixed to notice. Phone translation services are used, or when necessary PS22 staff fortunately speak many of the languages that our parents speak, and they are always helpful in translating for a parent. In addition, we use Global Connect which allows us to call messages to a student's home in their native language. When important information needs to go directly to parents, the parent coordinator will enlist volunteers to record these messages in all major languages of the school community.

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.

As noted in Part A - DOE translation unit is most often used, Global Connect phone calls home in native language, and in-house staff or parent volunteers will be used to assist in oral translations. In addition, we have a Chinese speaking student (teacher) social worker in house daily that will assist in oral translations.

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>.

As per Chancellor's Regulations A-663:

Appropriate documents are posted at entrance to PS 22 in multiple languages to inform parents of availability of both written and oral translation services. Again, we're fortunate to have in-house staff speaking a variety of languages, specifically the three major languages represented in our school community. The \$627 in our budget for translation is used for out of house translation services; an additional \$1756 from Title 1 Translation SWP is used for supplies for the many translated letters sent to parents. Parents are provided with a copy of the Parent Bill of Rights and Responsibilities at the beginning of the school year. It is sent home with children in the native language or English as requested. Blue emergency cards are on file in the main office and the nurses's office and have been filled out by parents regarding their language of choice for oral and written emergency communication. Our Parent Coordinator has attended numerous training sessions regarding translation and interpretation.

## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <a href="#">PS 22</a>	DBN: <a href="#">25Q022</a>
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <a href="#">during school day</a>	
Total # of ELLs to be served: <a href="#">284</a>	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: <a href="#">10</a>	
# of certified ESL/Bilingual teachers: <a href="#">7</a>	
# of content area teachers: <a href="#">3</a>	

## 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:

PS 22 is located in Flushing, Queens. It serves a student population of 800 (K-5) children that is largely immigrant and first generation. As stated in the CEP, students come from the multi-ethnic, multi-cultural neighborhood of Flushing, where many new immigrants arrive daily. There are over 40 nationalities represented among our students. Over 1/3 of our students are English Language Learners and over 85% come from homes in which languages other than English are spoken. Chinese and Spanish are the major languages spoken by our students, but we also have students who speak Korean, Pashtu, Urdu, Bengali, Punjabi, Russian, Albanian and other languages. We are a Title I school, since over 85% of our students come from low income families.

1. Seven certified ESL teachers, one special education teacher and two general education teachers will offer direct instruction to select LEP students in grades 3-5 in academic language development in literacy, math and other core subjects, in the "language" of assessments and of learning in the content areas prior to the students' involvement in the state assessments, in an extended day program on 2 mornings per week from 7:15-7:45 AM and one afternoon per week from 2:25-3:25, November through April. In the AM program, teachers (3 ESL, 1 special education, 2 general education, all experienced in working with ELLs) will co-plan and team teach. All teachers will be offered 4 hours of professional development to collaboratively review data to help drive a cohesive plan for instruction and to enhance their ability to understand and use curriculum, assessment measures and instructional strategies for ELL students.

2. A program through residency with an artist from Flushing Town Hall, Angela Rostick, will instruct 23 PreK-5 largely ESL classes in dance and drama. Students will meet with dance teacher once a week for 6 weeks to learn the choreography and history of a selected dance that correlates with curriculum aligned to a specified content area. Each session will end in a culminating performance for peers and parents. Students will be provided with the opportunity to strengthen their oral language and communication skills and build their social and academic vocabulary as well as their creativity and self-expression during these sessions. Classroom and ESL teachers will participate in order to help scaffold and further develop and implement language opportunities for the students.

3. An orchestra program through residency with an artist from Brooklyn/Queens Conservatory of Music, Eleni Yalanis, will instruct students from 6 largely ESL classes in grades 4-5. Students will meet with orchestra teacher in 2 cycles of 18 or 26 sessions to learn to play an instrument, read music and focus on communicating with their instructor and each other. Each cycle will end in a culminating concert for peers and parents. Students will be provided with opportunities to strengthen their oral language and communication skills and build social and academic vocabulary. Music literacy has been proven to increase language literacy.

## Part C: Professional Development

### 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:

1. The teachers in the program will work together for a total of 4 hours to collaboratively plan out with each other, with the students' ESL teachers and with classroom teachers the strategies needed for our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students who will be taking the NYS ELA, NYS MATH and NYSESLAT for the first time, and/or for ESL students who have demonstrated a need for further instruction strengthening their listening, speaking, reading and writing skills. These certified, licensed ESL teachers will work collaboratively to develop a cohesive plan for these students. Support will be available by the ICI ESL Network Support Specialist, Giuvela Leisengang, and the lead ESL teacher/ESL liaison, Adrienne Ricciardi, as well as administration. Topics will include aligning strands with the TC Workshop model and Common Core Curriculum, parallel instruction to the push-in model, and implementation of best practices using ESL strategies and techniques. Various assessments will be discussed and interpreting data (including most recent NYSESLAT and ELL Periodics results) to drive instruction will be emphasized. Some PD topics teachers will participate in are: Assessing the Needs of our ESL Population (determining what needs to be taught, how and using what materials), Using Data to Drive Instruction (looking at interim assessments, periodics, NYSESLAT and running records), Assessing the Program and Student Progress. Teachers will attend workshops such as English Language Learners Can Rise to the Challenges Outlined by the Common Core State Standards: Vocabulary-Building and Language Acquisition Strategies That Work, Meeting the Challenge with Success: Strengthening Instruction for ELLs, and Institutes on RTI for ELLs. In addition, the work of several PS22 sub-inquiry groups studying grammar, inferential questioning and place value in math will be available for study to the participating teachers.

2. Angela Rostick, dance and drama consultant from Flushing Town Hall will be at PS 22 every week from October through May to instruct our ESL students in dance and drama. Dance classes will be held during the school day for PreK-5 classes with large ESL populations for 5 or 6 sessions each. Teachers will participate in these dance practices and in the culminating performance. The teachers will meet with Ms. Rostick to help choose and learn the history of their class' selected song and dance and to reinforce what is taught in the classroom. Choices will be aligned with curriculum in social studies, literacy and other core academic subjects.

3. Orchestra consultant, Eleni Yalanis, will offer professional development for classroom teachers with ESL populations and corresponding ESL teachers participating in orchestra in October and March. During this workshop, participation requirements, students' needs, and activities that students will be engaged in and expectations of both students and teachers participating will be reviewed. This professional development will take place during the school day.

### Part D: Parental Engagement Activities

**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: To educate parents on the varied educational opportunities afforded ESL children at PS22, parents will be invited to participate in a workshop to understand what students will be learning, and the process being used to help English Language Learners understand, speak, read, write and think in English. Translation will be provided for these parent participants. Parents will be kept informed of their child's progress in January and April for the AM/PM academic programs. Parents will be informed of their child's participation in Curriculum Aligned Dance and Drama and Orchestra and invited to culminating performance. They will be encouraged to offer feedback on the implications programs have had on the English language growth of their children. Offering these services to parents will be the Flushing Town Hall Dance consultant, Brooklyn/Queens Conservatory of Music orchestra consultant, ESL teachers, classroom teachers involved in programs, Parent Coordinator and administration.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		