



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE GRANITEVILLE SCHOOL

DBN: 31R022

PRINCIPAL: MELISSA DONATH

EMAIL: MDONATH@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Melissa Donath	*Principal	
Tonia Russo	*UFT Chapter Leader	
Rikki Williams	*PA/PTA 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>)	
	CBO Representative, if applicable	
Marissa Sorrentino	UFT Representative	
Alma Rodriguez	UFT Representative	
Andrea Tsiamanes	UFT Representative	
Anita Lisnow	UFT Representative	
Stacy Souffrin	UFT Representative	
Vanessa Burel	Parent Representative	
Agnes McBeth	Parent Representative	

Camile Posadas	Parent Representative	
Peggy Sanabria	Parent Representative	
Gail McGraw	Parent Representative	
Gail Bahgdadi	Parent Representative	

** 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

By June 2013, there will be a 5% increase in the number of SWD students performing at or above grade level in ELA and Math based on NY State Assessments as evidenced by the NYC Progress Report.

Comprehensive needs assessment

Our students with disabilities made progress during the 2011-2012 school year based on state assessments. There was a 3% increase in SWD students scoring level 3 and above in ELA. We will continue to focus on our SWD students as 11% of our third graders were at level 3 and above and 17% of our fourth grade were at level 3 and above based on state assessments. With the implementation of flexible scheduling in special education, we will continue to support this population by providing necessary intervention strategies focused on vocabulary development and written expression.

State math assessments showed a 2% increase in students scoring Level 3 and above. This shows evidence that we made some progress addressing mathematical language last year. Looking at data from interim assessments, we see that we must continue to focus on written expression and problem solving in math. This will be addressed through our alignment of the Common Core standards and exemplar math problems.

Instructional strategies/activities

Activity 1- Linda Mood Bell- Special Education and some classroom teachers will use Linda Mood Bell strategies to address the needs of our special education students in literacy and math. Linda Mood Bell is a researched based instructional program that teaches students to read, spell, comprehend, think critically and express language. To offer additional support to self contained students, SETTS teachers will use these strategies with them during extended day.

Target Population-self contained students and those students receiving SETTS who scored Level 2 or below

Responsible Staff Members-SETTS teacher servicing students with disabilities during the school day into extended day. Classroom teachers will be trained in late Fall.

Implementation Timeline- September 2012 to June 2013

Activity 2- Wilson Reading Program-Select special education teachers have attended training in Wilson. Based on data, students are selected to use the program which assists in building phonemic awareness, spelling, listening, and reading comprehension skills which are vital to support growth in ELA.

Target Population- Special education students scoring in the bottom third.

Responsible Staff members- Special education teachers servicing students with disabilities during the school day, extended day, and after school programs.

Implementation Timeline: September 2012-to June 2013.

Activity 3- Teacher Team Meetings- Special education will utilize teacher teams to review interim assessment data. They will formulate study groups with grade supervisor around trends for lower performing students. Additionally, special education teachers will align themselves on grade specific teacher teams to infuse data and teaching strategies for CCLS aligned units.

Target Population- teachers servicing students with disabilities

Responsible Staff Members-Principal, Assistant Principal for students with disabilities and data specialist
Implementation: September 2012- June 2013

Strategies to increase parental involvement

To increase parent involvement with our special education families, we will host a special education parent focus group to identify the challenges and needs of parents to help parents improve student performance. We will also work with families to understand the students IEP and determine flexible scheduling options for them.

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.

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

If other is selected describe here:

Service and program coordination

- Identifying students with disabilities based IEP's will assist with the coordination of classes and services. Implementing the new special education reform, we will look to maximize resources by matching certifications of staff with appropriate recommendations and classifications for students.
- Key staff members will be trained in research based programs to provide Tier 2 interventions for our students with disabilities.
- Continuing on the work from last year and aligning our curriculum to the Common Core State Standards, we will continue to see progress with our students with disabilities.

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

- By June 2013, there will be a 5% increase in the number of students performing at levels 3 and 4 in math as evidenced by growth in the average student proficiency on the NYC Progress Report.

Comprehensive needs assessment

- Our 2011-2012 test data showed a decrease of 4% in math scores for performance in levels 3 and 4. This demonstrates an immediate need to focus on our math priorities. After conducting a two year trend analysis of student performance data on State exams, it was determined that third grade has steadily decreased in performance each year. Using our teacher teams and with support from our instructional leads, we will review the item skills analysis and target specific students and strategies to support the learning needs of our students. We also will continue to refine and add to our Everyday Math curriculum to align it more appropriately to the Common Core State Standards.

Instructional strategies/activities

1. Professional Development- professional development will be given by the network and additional supports to address: use of rubrics with the language of CCLS, use of data to plan for instruction, instructional planning above and below grades to support diverse learners, and use of Depth of Knowledge skills to deepen questioning and understanding of higher order thinking.
Target Population: teachers of mathematics
Responsible staff- Assistant Principals, staff developers (internal and external), data specialist
Implementation timeline- September 2012-June 2013
2. Progress Monitoring- teachers will assess students using Scholastic Inventory and interim assessments to monitor and revise Everyday Math units. Using data will assist teaching staff in establishing individual student goals and identify multiple entry points for each student.
Target Population: teachers of mathematics
Responsible staff- Assistant Principals, staff developers (internal and external), data specialist
Implementation timeline- September 2012-June 2013
3. Departmentalization-classes in grades 3-5 will departmentalize for math. This structure will allow teachers to focus on CCLS math standards and deliver instruction specifically for the class they are servicing.
Target Population: teachers of 3-5 mathematics
Responsible staff: teachers of 3-5 mathematics
Implementation timeline- September 2012-June 2013
4. Teacher Teams and Common Planning time- Teachers will be given multiple opportunities throughout the week to plan and collaborate on instructional lesson plans aligned to Common Core Standards. Use of both formal and informal assessment data will assist them in planning and differentiating teaching strategies during teacher teams.
5. After School Programs- Students will be selected based on State test scores and class test scores to support learning. One program will support remedial students and another after school program will support test prep.

Strategies to increase parental involvement

- To support an increase in Math proficiency levels, staff will provide additional support to parents by:
- Holding grade specific workshop on expectations of Common Core Learning Standards in each grade
- Parent workshops in math during our quarterly PEP workshops
- Hold information sessions on tools and resources available to them to support learning in each unit of study

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.

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

If other is selected describe here:

Service and program coordination

- Teachers will utilize teacher team time to align curriculum to CCLS. Looking at student work, teachers will identify needs and support learning with rigorous curriculum that includes goals for students and progress monitoring.
- Network instructional support will work with teachers in designing curriculum, tailoring instruction to meet the CCLs, and work with Administration in providing teacher feedback.
- Students in grades 1-5 are assessed by the teacher and those who are identified as at-risk students will receive small group instruction during the extended day program.
- Additional problem solving books will be given to classroom teachers to help differentiate within the room and to support student learning.

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

- By June 2013 there will be a 5% increase in the number of students at or above proficiency in ELA as evidenced by growth in the average student proficiency on the NYC Progress Report.

Comprehensive needs assessment

- After reviewing assessment data in ELA on state assessments and on Teachers College reading assessments, we found that third and fourth grade showed a 4% decrease in the number of level 3 and 4's while 5th grade increased by 4%. Also, our students with disabilities increased in ELA by 3%. These increases and decreases demonstrates the need to focus more specifically on ELA as we ensure that our curriculum is being aligned to the common core and also being differentiated to meet the diverse needs of the students.

Instructional strategies/activities

- **Professional Development-** professional development will be given by Teachers College staff developers (1 upper grade, 1 lower grade) and the network to address: use of rubrics with the language of CCLS, use of data to plan for instruction, instructional planning above and below grades to support diverse learners, and use of Depth of Knowledge skills to deepen questioning and understanding of higher order thinking around ELA. Guided reading will also be a specific focus.

Target Population: teachers of ELA

Responsible staff- Assistant Principals, staff developers (internal and external), data specialist

Implementation timeline- September 2012-June 2013

- **Progress Monitoring-** teachers will assess students using Scholastic Inventory and interim assessments to monitor and revise Everyday Math units. Using data will assist teaching staff in establishing individual student goals and identify multiple entry points for each student.

Target Population: teachers of mathematics

Responsible staff- Assistant Principals, staff developers (internal and external), data specialist

Implementation timeline- September 2012-June 2013

- **Departmentalization-**classes in grades 3-5 will departmentalize for ELA. This structure will allow teachers to focus on CCLS ELA standards and deliver instruction specifically for the class they are servicing.

Target Population: teachers of 3-5 ELA

Responsible staff: teachers of 3-5 ELA

Implementation timeline- September 2012-June 2013

- **Teacher Teams and Common Planning time-**Teachers will be given multiple opportunities throughout the week, to plan and collaborate on instructional lesson plans aligned to Common Core Standards. Use of both formal and informal assessment data will assist them in planning and differentiating teaching strategies during teacher teams.

After School Programs- Students will be selected based on State test scores and class test scores to support learning. One program will support remedial students to and another after school program will support test prep.

Strategies to increase parental involvement

- To support an increase in ELA proficiency levels, staff will provide additional support to parents by:
- Holding grade specific workshop on expectations of Common Core Learning Standards in each grade
- Parent workshops in math during our quarterly PEP workshops
- Hold information sessions on tools and resources available to them to support learning in each unit of study

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.

yes Tax Levy Yes Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Teachers will utilize teacher team time to align curriculum to CCLS. Looking at student work, teachers will identify needs and support learning with rigorous curriculum that includes goals for students and progress monitoring.
- Network instructional support will work with teachers in designing curriculum, tailoring instruction to meet the CCLs, and work with Administration in providing teacher feedback.
- Students in grades 1-5 are assessed by the teacher and those who are identified as at-risk students will receive small group instruction during the extended day program.
- Additional leveled reading books will be given to classroom teachers to help differentiate within the room and to support student learning.

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

- By June of 2013 there will be a 5% increase in the number of ELL students performing in the 75th growth percentile or higher as evidenced by the NYC Progress Report.

Comprehensive needs assessment

- Analysis of the prior 3 years of student data demonstrates a decrease in the percentage of ELL students performing at Level 3 and 4 on the NYS assessments. Although there was an 8% increase of our fourth to fifth graders over the last two years, overall in all grades we saw a decline of 2% of Level 3 and 4s. We will continue to focus on our delivery of instruction for our ELL students for the current school year.

Instructional strategies/activities

Activity 1- RAZ Kids Computer Software- ELL students will participate in the Literacy based computer software program administered by the technology teacher and ELL teacher to develop literary skills

Targeted Population: ELL students

Responsible Staff: Assistant Principal of ELL, Technology cluster, ELL teachers

Implementation Timeline: October 2012-June 2013

Activity 2- Upper grade (3,4,5) Afterschool Program- ELL students identified as needs improvement, will be offered literacy enrichment after school two times a week from January 2013-March 2013

Target Population: ELL grades 3, 4, 5

Responsible Staff: Assistant Principal of ELL, Certified ELL teachers

Implementation Timeline: January 2013-March 2013

Activity 3- Identified ELL students will participate in targeted instruction for Mathematics during extended day up to two times a week.

Target Population: ELL's grades 3,4,5

Responsible Staff: Assistant Principal of ELL, Certified ELL teachers

Implementation Timeline: September 2012-June 2013

Strategies to increase parental involvement

Multiple ELL orientation meetings for parents

ELL focus group for parents has been created to better understand and meet the needs and address the concerns of the ELL population

ELL parents are included in all meetings, events, and workshops held by the PTA and school

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.

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

If other is selected describe here:

Service and program coordination ELL teachers will use push in and push out models to support students in the classroom environment. The ELL teachers will also attend professional development to be able to turn key strategies to classroom teachers. Small group instruction for ELL students will be led during extended day by ELL teachers.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By June 2013 there will be a 1.0 point increase in Academic Expectations on the NYC Learning Environment Survey.

Comprehensive needs assessment

- In reviewing the 2011-2012 Learning Environment Survey, the data shows that overall parents are satisfied with the academic expectations for the students. This is evidenced by an above 90% agreement to the statement that the school has high expectations for the children on the survey. Parental involvement around the CCLS will continue to be a focus during this school year.
Data from teacher responses demonstrates that 97% of teacher responses agree that the school sets high standards for student learning and 96% of teacher responses that the school has clear measures of student progress for student achievement throughout the year. Although 57% of teacher responses felt their resources were sufficient to teaching, 44% felt they need additional resources to be effective. In addition 21% of teacher respondents felt that there was not an alignment of curriculum, instruction, related services, and assessments. This helps to recognize the need for additional professional development and resources to support our high expectations.

Instructional strategies/activities

1. Workshops for parents will be offered throughout the year around CCLS. These workshops will support the academic rigor that is taking place in the classroom and assist parents with having a clearer understanding around how the school develops rigorous and meaningful academic goals.
2. Parents will have an opportunity to meet with grade level staff twice during the year to understand the new format to the State Exams. Overviews and resources will be provided to them to support them with helping the student at home.
3. Professional Development will be provided to teachers throughout the year with administration and staff developers to have clearer and deeper understanding of CCLS as we continue to revise and define unit plans in ELA, Math, Social Studies and Science. Focus will be on how the curriculum, instruction, related services, and assessments are aligned.
4. Teacher teams will meet weekly to discuss assessment, curriculum related services and instruction to create action plans for student achievement.
5. Administration will meet with teachers monthly to determine and define what types of resources are needed to support the rigor and teaching in the classroom.

Strategies to increase parental involvement

- Parent workshops will be offered to communicate school wide expectations and outcomes for student learning.
- ARIS information tables will be set up at all parent events to increase usage and inform parent body of availability of the site.
- Workshops will be offered to parents through our Parent Engagement Program about CCLS and what that means to the learning goals of our students.

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.

 Yes Tax Levy Yes Title I Title IIA yes Title III Grants Other

If other is selected describe here:

Service and program coordination

- Communication of academic expectations is a primary goal of our school as we look to set high expectations for all of our students. Parent involvement is a key component in this. By providing workshops for parents through our staff, parent coordinator, School Leadership Team and PTA, we will increase the knowledge base of our community around the rigorous standards.
- Network support personnel and staff developers will work with school- based staff to assist them with aligning curriculum around the CCLS. This alignment will continue to raise the bar around high expectations and rigor for all of our students.

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	-Guided Reading groups -After school remedial program -Leveled Literacy -Wilson program	-small group instruction -after school programming	Guided reading groups, and leveled literacy groups meet during the school day. Our extended day program works with small groups of at-risk students. Our after school program works with 3-5 graders to support remedial strategies as well as test prep.
Mathematics	-small group instruction -computer based programs -Crosswalks	-small group instruction -after school programming	Small group instruction and computer based programs meet during the school day. Our extended day program works with small groups of at risk students. Our after school program works with 3-5 graders to support remedial strategies as well as test prep.
Science	-3 science cluster positions -Foss Science kids	-students will be cooperatively grouped based on item skills analysis	All classes will have two periods of science by the cluster teacher. Cluster teacher will collaborate with classroom teacher to support

			science vocabulary.
Social Studies	-Social Studies based curriculum -theme based lessons -document based questions	-students will be cooperatively grouped based on item skills analysis	All classes will have social studies provided by classroom teacher during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	--2 guidance counselors -1 social worker -2 School Psychologists -504 health related nurse	-small group sessions; as needed one-one sessions; family counseling, crisis and grief counseling; health services; behavioral plans	-This service is provided during the school day for at risk children that need emotional support and behavioral guidance. Family sessions are also available.

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.

- All teachers in building are highly qualified.
- Teachers will work with staff developers from Teachers College to support literacy instruction in the classroom.
- Use of Danielson Framework will support teacher practice and align teacher needs with staff development plan.
- Teachers will have common planning time several days a week to support instruction.
- Professional Development opportunities will be provided to all staff around Common Core Learning Standards.
- Continued partnerships with local colleges/universities in providing prospective teachers with classroom experience and career opportunities.
- Instructional leads were carefully selected to attend network sponsored professional development and are responsible for turnkey training in house.

**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) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Debra VanNostrand	District 31	Borough Staten Island	School Number 022
School Name The Graniteville School			

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

Principal Mrs. Melissa A. Donath	Assistant Principal Ms. Maria Simpson
Coach N/A	Coach N/A
ESL Teacher Griselda DVicente	Guidance Counselor Ms. Deborah Santamaria
Teacher/Subject Area Christine Passarelli/ ESL	Parent type here
Teacher/Subject Area Melissa Auslander/Bilingual	Parent Coordinator Mrs. Kim Bonaventura
Related Service Provider type here	Other type here
Network Leader Deborah VanNostrand	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1081	Total Number of ELLs	98	ELLs as share of total student population (%)	9.07%
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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. All parents of our newly admitted students are required to complete a Home Language Survey. This survey identifies the students who may have limited English language proficiency. Christine Passarelli and Griselda DVicente, both ESL Licensed pedagogues, are present to conduct informal interviews of parents and children as the HLIS is being completed at registration. Certified teachers conduct these interviews and translation service is provided. In the event that an ESL licensed teacher is not available to conduct the interview for the HLIS, an administrator or other trained licensed teacher is called upon for the interview. Once the English Language Learners are identified, they are administered the LAB-R exam within ten days of enrollment by the certified ESL teachers, Christine Passarelli and Griselda DVicente as per CR Part 154. The LAB-R results determine whether students are entitled to bilingual or ESL programs and services. Students who speak Spanish at home and score at or below the proficiency level on the LAB-R are administered the Spanish LAB to determine language dominance. The NYSESLAT is a test that measures English Language Arts proficiency levels (B, I, A) of English Language Learners and is administered each spring. This test determines whether or not the student continues to qualify for ESL services. To ensure that all ELL's receive the NYSESLAT annually, Mrs. Passarelli and Mrs. DVicente print the RNMR once a month to update ELL's eligible for the NYSELAT and LAB-R. We also check weekly for any transfer students who may be entitled for the NYSESLAT and ELL services.

To ensure that all ELL's are administered all four components of the NYSESLAT exam in the Spring, the ESL teachers, Christine Passarelli and Griselda DVicente make a list of all students eligible to take the exam. We send letters home to parents informing them when the exam will be administered to their child/children. If a student is absent for one or more components of the NYSESLAT when we had planned to administer it to them, we call home to check that everything is OK with the student and also encourage the parents to send the child back to school as soon as possible so that they may complete all four components of the NYSESLAT during the administration period.

2. and 3. Within ten days of enrollment, the ESL teachers, Christine Passarelli and Griselda DVicente, along with the parent coordinator and administration, hold an ELL Parent Orientation. This Orientation provides information to the parents so they could choose a program for their child. We hold this orientation during the week, in the morning, in our school cafeteria. We provide both oral and written translations for those parents who require it. We show a Dept. of Ed. DVD describing all language programs and we distribute various brochures in various languages. At times, we make use of the services offered by the Translation and Interpretation Unit. At the orientation we answer questions from the parents and ask them to complete a Parent Survey form along with a Parent Selection form. This process is on-going during the school year including one-on-one meetings, phone conversations, district presentations, and the distribution of informational packets.

4. In the event that parents did not attend the ELL Parent Orientation the ESL teachers send entitlement forms home with the students for the parents to complete and return the next day. We also make an effort to contact parents and provide them with additional times during the school day that they can come and meet with the ESL teachers to watch the orientation video and allow us to aid them in completing their Parent Selection Form. The parents are given the forms in their native language. The licensed ESL teachers, Christine Passarelli and Griselda DVicente ensure that these forms are returned and signed by each family. These forms are kept on file in a

binder in the ESL classroom. Christine Passarelli and Griselda DVicente also send home all Newly Entitled letters, Continued Entitlement and Non Entitlement letters to all parents of ELL's in the first 10 days of school. Since these letters do not need to be returned we make copies of the letters that we send home and keep them in a binder for our records.

5. After reviewing the Parent Surveys and Selection forms for the past few years, we have found that the trend in program choice is the Freestanding English as a Second Language, which allows the child to remain in a general education setting, with mandated allotment for ESL instruction as dictated by the NYSCR Part 154. The second Parent choice is the Dual Language program. In the event that parents ask for a Bilingual Program we direct them to a local school that can accommodate their needs. If we have fifteen or more students that are proficient in one language on two consecutive grades entering our school, we are able to form a Transitional Bilingual Education class. The identified ELLs are placed in either Freestanding ESL Program or Dual Language in grades K and 1 based on their choices on the Parent Selection Form. If the parents prefer, and if available, their child may be placed in a bilingual program at another school. We use the parent information from their completed forms and from their responses at the orientation, making sure that they play an active role in the ELL program planning and design. The parent coordinator uses the parent surveys to ensure there is communication between the school and the parents. This year we noticed that of the twenty-five parents invited to the orientation, twelve parents opted for our Freestanding ESL program and eleven parents opted for the Dual Language Program in Kindergarten. Two parents selected TBE as their first choice. We informed them that we do not offer TBE at this time and which schools do. They opted to stay at PS 22 and their children were placed in their second program choices. We offer parent orientations throughout the year as new students continue to arrive and require additional support from our school.

6. For the most part, the program models offered at our school are aligned with parent requests. Sometimes, the parents do not attend the orientations and therefore, do not receive all the pertinent information that is necessary to make a decision. We have made an effort to send home translated information to parents and also made phone calls home to relate program choice information to them. There is frequent communication and attempts by the ELL teachers to contact parents, inform them of their options and answer any questions and/or concerns they may have about ELL program choices. We invite our ELL parents to PTA meetings and other parent engagements throughout the school year and during the summer, making sure that there are sufficient translators present to communicate successfully. Our ELL parents are invited to all our Curriculum conferences and we make sure that we have translators in place for our Parent-Teacher Conferences twice a year. One of our goals this year is to offer more parent workshops for parents of ELL's, providing them with information about the Common Core Learning Standards, ESL State Standards and how we are working with their children to help them attain academic success.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	2	2	2	2	2	2	0	0	0	0	0	0	0	12
Total	3	3	2	2	2	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	35
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	24									24
ESL	52		8	19		14	3		3	74
Total	76	0	8	19	0	14	3	0	3	98

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	11	13	13	12															24	25
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	11	13	13	12	0	24	25													

**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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 23

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 2

Asian: 2

Hispanic/Latino: 45

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

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	12	7	7	13	9	8								56
Chinese			1		1									2
Russian														0
Bengali														0
Urdu			1	1	1	1								4
Arabic			1	1	2	2								6
Haitian				1										1
French														0
Korean														0
Punjabi		1												1
Polish														0
Albanian					1									1
Other		2		1										3
TOTAL	12	10	10	17	14	11	0	74						

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. a/b. ELL Programs

Currently, PS 22 is servicing 98 ELLs. The school has one Dual Language class in Kindergarten and one in First grade with 23 and 25 students respectively. Both Dual Language classes are taught by fully certified Bilingual Licensed teachers. They are currently following the Roller Coaster Model for language instruction. Grades K - 5 are serviced everyday using the Push in and Pull out models. In the push in model the ESL teacher works with the ELLs during content area instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support. In grades K-5, all mainstream ESL students are placed into one class per grade regardless of language level. This allows the ESL teacher to collaborate more closely with the classroom teacher and provide instructional

A. Programming and Scheduling Information

supports aligned with the curriculum being taught in the classrooms. By following the Push-in model our ELL students are provided with opportunities to learn alongside their English Speaking Peers and receive instructional support without missing valuable lessons. Some students may be pulled out for additional small group instruction when needed. Beginners and intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction per week. Our two full time ESL teachers provide instruction through the Push-In model in grades kindergarten through five. They use the Pull-out model for beginners and intermediate ELL's part of the time and also for ELL's with IEP's to provide small group instruction. The ELLs with IEPs are pulled out in small groups from various classes for English acquisition focused instruction.

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

3. Content Area instruction in the Dual Language Program is given in both English and Spanish. The students are learning from the "My Family Then and Now" for Social Studies and the "Foss Kit" for the Science Programs. Teachers have materials available in both languages and also rely on the internet for additional resources and information. Math instruction is received through the Everyday Math Program. Dual language classes have materials for math in both English and Spanish. In English Language Arts and all content areas, the Dual Language classes have literacy materials in both languages. The teachers create charts and graphic organizers in both languages.

4. To ensure that ELL's are properly evaluated in their native language, the Dual Language teachers have been trained to use the EL Sol Assessment Kit. They administer this assessment in Spanish Literacy to their ELL's two to three times a year. They also assess their ELL students through running records, conferencing with students individually and in small groups and also through informal observations. The Dual Language teachers have taken the Teachers College Reading and Writing Assessment in English and created their own informal Spanish Literacy Assessment to use along with EL Sol to assess their ELL students literacy development.

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

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

5. Our ESL teachers differentiate instruction for the different ELLs subgroups. A. Currently our school does not have any SIFE students. In the event that we admit SIFE students, we will provide students with an enriching environment where they can acquire English in their own pace while building their strengths and self-esteem. ESL teachers will use the buddy system where students are paired with responsible students to help them adjust to our school environment. B. Our school has a large number of newcomers, for those students who are English pre-emergent and emergent, the ESL teachers provide support by using graphic organizers, allow sufficient response time, list instructions/process and review orally. Teachers frequently summarize key points in lessons and repeat important terms during interactive Read Alouds. ESL teachers create opportunities for guided reading and shared reading to further increase reading comprehension and oral language development. The NCLB Act, requires that new students who have been in the school system for more than one year need to take the ELA test, the school provides after school program to assist children in test taking strategies as well as reading and writing strategies. Our school has nineteen students who have been receiving services in the 4-6 years range. We continue supporting these ELLs by providing small group differentiated instruction where they have access to visuals, hands-on activities, use graphic organizers and are grouped according to skills and abilities. In addition, AIS teachers provide small group instruction to further assist them in vocabulary building and language interactions. Our Long Term ELL's receive additional instructional time during Extended

A. Programming and Scheduling Information

Day. The ESL teacher provides small group instruction in writing and reading to support the literacy instruction taking place in their classrooms. These long term ELL's have struggled to attain proficiency in the Reading/Writing Strand of the NYSESLAT. Our Long-term ELL's are also Students with Disabilities(SWDs) who also receive additional support from Special Education teachers. Our plan for them is to allign ESL instruction with the students academic goals on their IEPs. The ESL teacher and Special Education teacher meet regularly to discuss our Long Term ELLs progress and to plan appropriate intervention activities throughout the school year.

6. The ESL teachers are working this year on implementing more individualized instruction for our ELL-SWDs. Our goal this year is to provide more ESL instruction in the students classrooms through use of the Push-in model. While they are still pulled for part of their ELL mandated minutes, whenever possible we deliver instruction in their least restrictive environments. We provide multiple strategies for these students such as the use of manipulatives and a heavy reliance on visuals, graphic organizers and guided practice in all content areas. Our ELL-SWD's have access to grade level appropriate materials such as text books in social studies and science. We preview the material and have the students review the academic content and domain specific vocabulary before and during instruction. To help accelerate their English language development, small group instruction is provided with modeled and scaffolded activities.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by closely collaborating and communicating with these students various service providers such as SETSS, Speech and Counseling teachers. Whenever possible, the ESL teachers provide instructional support in their classrooms so they do not miss important academic content in all subject areas.

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

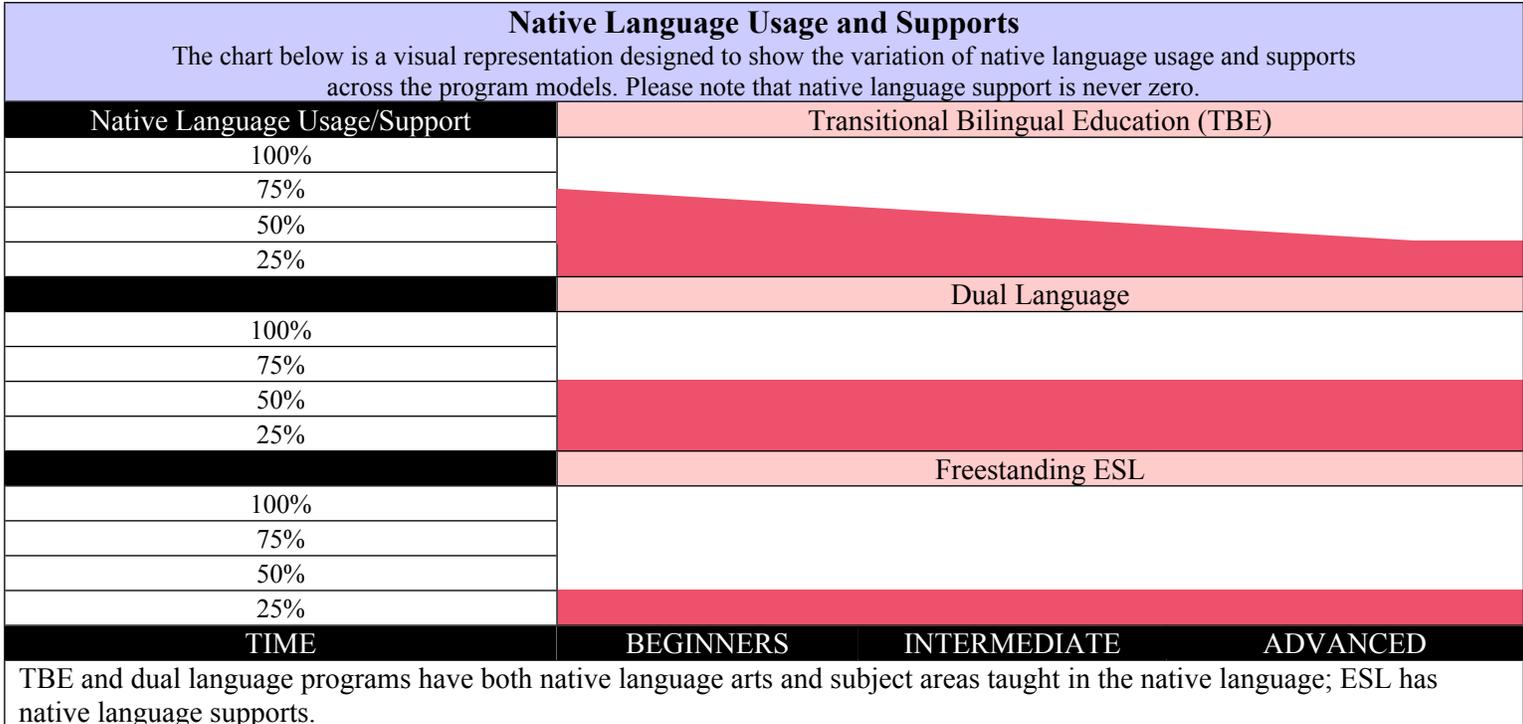
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	SP			
Social Studies:	SP			
Math:	SP			
Science:	SP			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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. Teachers offer different types of intervention services for ELLs in the content areas. Some students will receive instruction from our Title III Funding after school program. The school also offer ELA, Math and ELL classes after school in the content areas. During the day the ESL certified teachers focus on the subjects the students are not making gains in.

Teachers working with students that are newcomers, use the Linda Mood Bell program to help them acquire Sight words and reading strategies in English. Our students are receiving Literacy instruction through the Teachers College Reading and Writing Workshop. ESL teachers have been trained in this program and have worked closely with classroom teachers to push in and support ELL's using strategies such as modeling, scaffolding and prompting to help make content more comprehensible for their English Language Levels.

Many of our ELLs in grades three through five who are struggling in ELA and/or Math are receiving At Risk SETSS along with their mandated ESL minutes. The ESL teachers are working with classroom teachers of ELLs to look at the Everyday Math Program that we use and differentiate instruction according to their needs. Special Education ELLs are provided with small group instruction and also more manipulatives/ visuals to make the math more comprehensible.

Our ELLs attend our extended day program where they receive small group instruction on daily subject matter that they have difficulty in. The lower grade ELLs use computer programs such as, Starfall.com and Vocabulary.co.il along with Foundations. Students are encouraged to join the Chorus or the Art Squad where they can participate in subjects they excel in and at the same time speak English with their peers in a less restricted and a less stressful environment.

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

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

* An After School Program will be offered to assist all ESL students in small groups to further develop language arts skills. The Certified ESL teachers will use the RAZ-Kids program to move students's reading levels in conjunction with read alouds, guided reading shared reading and writing.

* Teacher College Reading and Writing Project is a research and staff development organization which is highly involved in collaboration with our teachers and students. This project is supporting our teachers in their literacy instruction. Units of Study Research Based recommendations for bends to follow in the units based on what teachers learn about their students through assessments—thus assuring a student-centered curriculum. Units of Study are based on a handful of fundamental, research-based principles. The foundation of Units of Study lies in the understanding that writing is a life-long process during which we continually lift the level of our writing skills and outgrow ourselves as writers. Students learn that all writing has essential traits to which they must attend when developing a piece (Spandel, 2001). Writers learn multiple ways to find topics they wish to write about. Students learn to make purposeful decisions about the structure and organization of a piece. They learn a repertoire of methods for elaborating. They learn to craft their pieces using literary language and devices, and to employ the conventions of written language (Anderson, 2005; Calkins, 1994; Elbow, 1989).

* LindaMood Bell Visualizing and Verbalizing Program This program is based on the research which states that cognition, including reading requires two codes, not one. Many comprehension programs only give credence to the verbal or linguistic code. However, imagery is a silent partner in cognition. Pavo, (2007) The Visualizing and Verbalizing approach stimulates the concept of imagery. Students become able to image gestalts which include color, and movement. This technique improves their language comprehension, reasoning for critical thinking and expressive language skills.

* SmartBoards are installed in every classroom throughout our school to provide updated core knowledge to our students. Smartboards accommodate different learning styles. Children and teachers are able to collaborate and interact in a given lesson. Cognitive research has shown that learning is most effective when the four fundamental characteristics of learning are present: Active engagement, participation in groups, frequent interaction and connection to the real world. Roshelle, Pea, Hoadley (2000). This is a very effective tool for our ELLS since it provides them with the visual, audio and interaction.

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

Our Dual Language Program is continuing in grades Kindergarten and first grade for this school year. Many of our ELL Kindergarten Parents Selected Dual Language for their ELL Program Choice and were appropriately placed. The Dual Language Program is not being continued this year in second grade for our students who participated in the program since September 2009, due to a lack of funding to continue the program.

11. We are also discontinuing our use of the Achieve 3000 computer based program this year. While the students enjoyed the program and many made academic gains through this content based- nonfiction reading program, the funding was not available to continue the program this school year.

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

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

14. and 15. Our Dual Language Program is designed to continue developing ELLs native language, as well as English Language skills. The monolingual English speaking students learn to become bilingual through linguistic role models, interaction and language development in both languages. There are content area curriculum books in Spanish as well as leveled library books and guided reading books. In ESL, we have books and dictionaries in several languages to help support our ELLs and make them feel more secure and comfortable. We use

these books to compare and contrast our various cultures during content area instruction or whenever necessary. Our ELLs are in classes and groups where they receive support services that correspond to their age and grade levels.

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

17. When our ELL's choose their Gifted and Talented enrichment activities, some of the teachers in our school offer enrichment through a foreign language such as French, Italian, and Spanish. Sometimes ELL students choose these enrichment activities and enjoy engaging in learning a third or fourth language as their "elective".

C. Schools with Dual Language Programs

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

Dual Language Program

1. Kindergarten and First Grade Dual Language Classes provide instruction in a Ratio of 50:50- 50% English Instruction and 50% Spanish instruction. Both Grades are following alternate day language models.
2. Students who are EPs and ELLs are integrated for the entire instructional school day . All Content Area instruction including Science and Social Studies is taught in English and Spanish alternatevely. The language of instruction in Kindergarten and First grade Dual Language classes is separated by Color and Day.
3. The students know the Language of the Day by the color on the door. Red indicates that the children will be receiving instruction on Spanish for the entire school day and Blue indicates all instruction in English. All cluster/preparation period teachers (i.e.- science, gym, music), provide instruction to students in the Dual Language program in English. 4. A Self- Contained RollerCoaster Model is followed.
5. Students are taught emergent literacy instruction in their native language and second language simultaneously with separate periods for English as a Second Language Instruction for ELL's and Spanish as a Second Language for EP's.

D. Professional Development and Support for School Staff

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

Professional Development

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

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

Balanced Literacy

- Academic Literacy for ELLs Aligned to Common Core State Standards-Reading and Writing Informational Text
- Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers.

Common Branch Licensed and Special Education classroom teachers who service ELL students are encouraged to attend any workshops available to support their ELL students. The ESL licensed teachers provide them with strategies and feedback that we receive from professional development on ELL students and classroom teachers also share information they learn from attending Professional Development to support ELLs in their classrooms. Our assistant principal, supervisor of the ELL programs, attends workshops and trainings throughout the school year to receive information about the support services and strategies available to ELL's. Guidance Counselors, Speech, Physical and Occupational Therapists as well as paraprofessionals and school psychologists attend in school Teachers College Training where they learn about ELL strategies to support students during their mandated service time. When classroom teachers and/or ESL teachers attend trainings on support for ELL's, they turnkey this important information to all service providers of ELL's.

2. To assist staff with supporting our ELL students to make the transition from elementary to middle school, our feeder schools are invited to host information sessions at our school. These sessions allow for staff to understand the different types of educational programs offered at the middle schools our students will be attending. This allows staff to make informed decisions as to what type of program and specific services that would be appropriate for our ELL students. Our Parent Coordinator, Kim Bonaventura, provides families with information in several different languages on the programs and options for middle school.

3. An important focus at PS 22 is the professional development of our staff. We take advantage of the ESL workshops offered by our Network, Teachers College and the Office of English Language Learners. Staff are encouraged to attend these offerings as appropriate to their teaching position. For the completion of the 7.5 hours of ELL training, as per Jose P., the ELL teachers turnkey pertinent information to classroom teachers working with ELL's. The ELL teachers may meet with classroom teachers to share best practices and strategies for supporting ELL students in all content areas. Classroom teachers are also provided with opportunities to attend ELL trainings/workshops offered by the district, Teacher's College and the Office of English Language Learners. Christine Passarelli and Griselda DVicente, the ESL teachers, send out sign up sheets for all teachers who require the 7.5 for Common Branches teachers and 10 hours for Special Education teachers and also keep attendance of any meetings that they have with other staff.

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?

Parental Involvement

At PS 22 there are many opportunities for parents to become involved.

In cooperation with our PTA and the Y After-School Program we hold Parent Engagement Project Events (PEP) every other month. This event provides families an opportunity to enjoy dinner, PTA meeting and to attend workshops. Metro cards are provided to those who request and translators are available for those in need. Parents are also encouraged to become a part of our PTA. They are welcome to volunteer for many events held here at PS 22, such as the March of Dimes Wonder Walk, School Dances, Holiday Fair, and Picture Day just to name a few.

Our school does partner community organizations to provide services to all parents including the ELL parents. One of the organizations is the YMCA. The YMCA After School Program was able to fund an ESL program after school three times a week for those parents who are interested in learning English. We maintain a strong connection to the Y Counseling Center. Through their New Americans Welcome Center they offer ESOL/EL-Civics-Intermediate class, ESOL-Beginners class, GED Preparation, and Computer/ Job preparation classes. They also offer Family Support Services, Resource Referrals, Legal Services, Immigration and Health Related Services. We are currently seeking a partnership with the JCC to promote a Family Literacy program for our ELL parents including the parents of the students in the Dual Language Kindergarten Program. Any staff member who is bilingual, is called upon to assist with translation services whenever they are available and it is needed. We also rely heavily on the Translation and Interpretation Unit to help translate and assist our parents of ELL's. During Parent Teacher Conferences in the Fall and Spring Semesters, translators are hired to assist parents as they meet with their child's teacher to discuss academic progress.

We evaluate our parents' needs yearly by sending a Parent Interest Inventory. The Interest Inventory is sent out in September in multiple languages. This survey was designed to help us tailor our workshop offerings to the specific needs and wants of our parent population. Our Parent Coordinator, Kim Bonaventura assists in creating parent workshops and also in collecting information from parents of ELL's that are interested in becoming active members of their child's classroom. Kim Bonaventura is involved with collecting parent interest surveys and obtaining translated documents for all parents.

Our parent involvement activities address the needs of parents by offering workshops that they have requested. Such activities as:

- 1)" Everything you need to know about your child's grade" Workshop discussing curriculum children are learning in each grade and how our school is working towards aligning all instruction with the new Common Core Learning Standards. This workshop is offered to parents of all students including ELL's and SWD's.
- 2)Workshops and assistance is provided to parents in the navigation and understanding of the Parent ARIS website.
- 3) Parents of ELL's are being offered opportunities to come learn about our new positive behavior intervention strategy (PBIS) program.
- 4)"Where are our children now and where are they going in the current academic school year"
- 5)Workshops are ongoing to discuss and share how the Common Core Learning Standards are being addressed in our school and how they affect our ELL population.

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)	12	7	3	4	1	0								27
Intermediate(I)	4	12	2	8	5	4								35
Advanced (A)	7	2	6	6	8	7								36
Total	23	21	11	18	14	11	0	0	0	0	0	0	0	98

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	8	3		16
4	1	9	1		11
5	5	3	0		8
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	6		6		4				16
4	2		7		3				12
5	2		5		2				9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		10				12
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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 our ELLs are assessed with the Teachers College Reading and Writing Project(TCRWP) Assessment tool. This tool assesses the independent functional reading level of a student. Mrs. Passarelli, Mrs. D'Vicente, ESL teachers, an the regular classroom teahers of students of ELLs, review this data to determine each student reading levels and skills. This assessment informs the teachers how well a student reads with fluency, accuracy, and comprehension. Based on the data results of this assessment, we have found that the majority of our ELL population has literacy skills that are two or more levels behind their English Proficient Peers. Our school's instructional plan is then modified by this data. It informs us how to provide more supplemental activities for our ELL's to increase their literacy skills. It also informs all teachers if any other intervention strategies are needed for specific students, (ie AIS or Extended Day Activities).

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

2. According to the NYSESLAT data, students are more proficient in the listening/speaking modality over the reading/writing modality. Therefore, Mrs. Passarelli, Mrs. D'Vicente and the teachers of ELLs will focus on the deficient areas. Teachers form groups according to students' proficiencies and skills. Guided reading, shared reading and shared writing are implemented to instruct students according to their reading and writing levels. In addition, ESL teachers group students and provide small group instruction using modeling, scaffolding and text representation to further assist with reading comprehension and writing mechanics.

3. Based on the data and after examining the results, we found that the early childhood grades (K-1) have the largest population of beginners. Also, the larger population of advanced students are in grades 4 & 5. The intermediate population is highest in grades 1 & 2. Since there are no TBE classes, we cannot compare NYSESLAT or ELL Periodic Assessments to the Native Language tests. Mrs. Passarelli, Mrs. D'Vicente and the classroom teachers with ELLs review the NYSESLAT modalities in reading/writing and listening/speaking to prepare lessons geared to the defficient areas. Teachers found out that studens acroos grades are more defficient in the areas of reading and wriitng. Teachers then provide small group instruction by scaffolding in reading and writing.

4. Our classroom and ESL teachers use the data from the ELL Periodic Assessments in grades 3-5 to plan and differentiate instruction. Based on the results, teachers use mini lessons to reinforce the subject matter and skills that the students have weaknesses in. The ESL Teachers take the results of the ELL Periodic assessments and meet with the classroom teachers of these students. Together they discuss what the results indicate and focus on planning instruction that will suppoort ELLs in the literacy skill they are struggling the most with. The ELL students who receive ESL services have access to translated state content exams in their native language. On Thursdays, all staff meet together to conduct inquiry work on all students in grades K through 5. Teachers are separated into teacher teams for both literacy and math, and are grouped by grade level. The ESL teachers attend these mettings and support all staff involved with ELL's to provide instructional strategies and supports that can be used to teach ELLs in all academic areas. Our School Leadership Team, looks at the results of the ELL Periodic Assessment and uses the information provided to drive instruction more alligned to our ELL Population needs.

Our English Proficient students in our kindergarten and First grade Dual Language Programs are assessed with the Teachers College

Reading and Writing Assessment. As the school year continues, we assess students with the El Sol and Teachers College Assessments to get current assessment data that will help us make informed instructional decisions for our students.

We will determine the success of our ELL programs by the movement in scores of our ELL students on the Teachers College Assessments, ELL Periodic Assessment, NYSESLAT and informal classroom assessments, conference notes and observations. We are also working closely with classroom teachers in grades 3-5 to measure students success and improvement in their New York State ELA and Math exams.

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: <u>022</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa A. Donath	Principal		1/1/01
Maria Simpson	Assistant Principal		1/1/01
Kim Bonaventura	Parent Coordinator		1/1/01
Griselda DVicente	ESL Teacher		1/1/01
	Parent		1/1/01
Christine Passarelli/ ESL	Teacher/Subject Area		1/1/01
Melissa Auslander/ Bilingual	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01

School Name: 022

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R022 **School Name:** The Graniteville Elementary School

Cluster: DSSI 06 **Network:** CFN 609

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

Part A: Needs Assessment Findings

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

The school reviews ATS reports such as RHLA and RPOB to determine the native language spoken by our parents. The School also uses the information written on the Home Language Survey provided by our parents when registering their children. Our parent coordinator creates and updates a tally chart of our parents different languages to ensure that documents to be sent are translated accordingly. Our also sends sparent coordinator sends urveys home to identify parents in need of translation for Parent Teacher conference, kindergarten registration, ELL orientation meetings, and for any other activities and workshops in the school. Our school ensures that documents to be sent to parents are translated into our parents' respective languages in a timely matter and that translators are hired for the specific functions. In addition, we request the assistance of our Bilingual personnel whenever the need for translations arises. In addition, we utilize LIS (Language Interpretation Services), a DOE vendor who provides translation services via telephone when needed.

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

The major findings of our school written translation and orla interpretation needs are that the majority of our ELL parents are requesting to be communicated with in their native language. From our data, we found the need for translation to be about 40% in Spanish,% 10% Arabic, 10% Chinese and about 5 % Urdu. Our school has experienced an increase in parental involvement due to the fact that more workshops are provided in parents' native language. More tears- off have been returned due to the fact that permission slips, lunch forms and any other important forms are sent home in the parents native language. The findings were reported to the school community by providing each teacher with a list of students' requiring translated documents and oral translations. Information regarding these needs was also reported at SLT and PTA meetings and other venues. Teachers are also able to access and view parents communication preferences on the school ARIS website.

Part B: Strategies and Activities

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

PS 22 requests written translation services from the NYCDOE Translation and Interpretation Unit in a timely matter to ensure that all parents receive important information in their native language. Bilingual school personnel will provide their services to ensure that important documents are translated accurately in the language requested. We also use the translation service of the Legal Interpreting Services, Inc. Contract #9601732, vendor #113245448. The parent coordinator and the principal will request the orders for various written and oral communications.

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.

PS 22 provides oral interpretation services when requested by parents by either calling the NYCDOE Translation and Interpretation Unit or by requesting the assistance of one of our various Bilingual school personnel.

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>.

PS 22 fulfills Section VII fo Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. In the school lobby, there are posters and signs in different languages. We try to accommodate all members of our multicultural community whenever needed. Our parent coordinator provides a bulletin board with parental information in the different languages of our school. She also sets up a table displaying brochures, flyers and other important information in different languages. Our school lobby near the primary entrance displays signs in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. When a parent visits our school and requests translation, the parent coordinator places a call to the NCYDOE translation Unit , which enables communication in the parent's native language immediately.

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: PS22

DBN: 31R022

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 50

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 4

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 22 will provide ELL students in grades 3, 4, and 5 with supplemental instruction in our after-school programs. These students will be receiving additional support in developing or otherwise enhancing their listening, speaking, reading and writing skills through lessons aligned to common core learning standards. They will be engaged in activities that are designed to increase their critical thinking as well as language acquisition in English. The subgroups of students to be serviced are our Newcomers in grades 3, 4, and 5, as well as our students who have been unable to progress from either the beginner, intermediate, or advanced proficiency levels based on NYSESLAT Scores for the past 2 to 3 years in grades 3, 4 and 5. The sessions will take place 2 days a week from 3:30pm- 5: 00 pm on Tuesdays, and 2:40pm-4:40 pm on Thursdays for a duration of 20 sessions from December 2012 to March 2013. The students will be taught by licensed ESL teachers.

Students will be engaged in Guided Reading Groups according to their literacy levels. Students will increase their writing abilities through intense small group instruction. Engaging literacy activities will be aligned with the Common Core Learning Standards, as well as NYS ESL standards. The students will be preparing for the NYSESLAT as well as the New York State Standardized exams through the use of NYSESLAT practice materials including, but not limited to "Getting Ready for the NYSESLAT and Beyond" (Attanasio & Associates, inc). The teachers will also engage the students in vocabulary rich read alouds and literacy activities through the use of ESL methodologies and standards. The students will also have access to laptop computers during the program to use the RAZ-Kids online reading program.

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: The two certified ESL teachers will receive 4 hours of Professional Development over the course of 2 days prior to the beginning of the Title III Program. The training will include discussion of NYSESLAT preparation as well as review of the RAZ-Kids online program. The teachers will also be given time to prepare lessons aligned on common core learning standards, as well as by using assesment datas for effective instruction. The professional development will be led by the ELL Supervisor of the afterschool program.

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: Many of our ELL students come from homes where their parents speak limited English with them at home, therefore have difficulty assisting their children with homework and school projects on a daily basis. Our intent for parental involvement is to have parents of ELLs come to Parent Engagement Workshops where our ELL Certified teachers are able to provide them ways to assist and support their children with school work at home. Parent workshops will be held on a monthly basis, that will make four sessions, starting in January 2013-April 2013. The day and time of workshops will be determined by participants. The workshop will be provided by Mrs. D'Vicente, our ESL certified teacher. This will ensure that parents are communicated with on a regular basis and given adequate opportunities to increase their ability to support their children at home. Workshop topics will include, but not be limited to, strategies for parents to help their children in literacy; Using the Internet for research and navigating the school website, Accessing information on ARIS, and using RAZ-kids.com online reading program to increase their child's listening, speaking, reading, and writing skills in English; and increasing math skills through games. Our school hosts ESL classes for parents. We would ensure these classes are held during our After School Program so as to further increase families engagement in the program. Parents will be notified of these workshops through translated letters prior to the beginning of the program and at the same time as the students permission slips are sent home.

Part E: Budget

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

Allocation Amount: \$

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

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.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		