



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE CHILDREN'S INTERNATIONAL SCHOOL ~ P.S. 22

DBN (i.e. 01M001): 17K022

Principal: CARLEN PADMORE-GATEAU

Principal Email: CPADMOR@SCHOOLS.NYC.GOV

Superintendent: DR. BUFFIE SIMMONS

Network Leader: MEGHAN KELLEY

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
CARLEN PADMORE-GATEAU	*Principal or Designee	
YVROTE DUPLAN	*UFT Chapter Leader or Designee	
LANEDA MONDESIR	*PA/PTA President or Designated Co-President	
BARBARA RICHARDSON	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
STEPHANIE HALL	Member/ SLT CHAIRPERSON, ED. ASSISTANT	
MASSAH SAFFA	Member/ PARENT	
MAXSIL PRYAM	Member/ UFT MEMBER, TEACHER	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, all students will show an increase in at least two reading levels using the Fountas and Pinnell assessment.

Comprehensive Needs Assessment

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

We used a New York Common Core State Standard school wide Benchmark Assessment and found that many students were below grade level in ELA and were not able to access the standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will provide small and intense Guided Reading groups based F&P levels
2. Increase read aloud time
3. RTI strategies such small group intervention

B. Key personnel and other resources used to implement each strategy/activity

1. All staff (Teachers and paraprofessionals), Leveled Guided Reading Books, internet, smartboard
2. All teachers
3. All teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly and Monthly Assessments will be reviewed by teacher teams
2. Teacher team meetings will be used to evaluate the effectiveness of the read alouds
3. Evaluate progress during biweekly RTI meetings using Formative assessments

D. Timeline for implementation and completion including start and end dates

1. Throughout the 2013-2014 school year
2. Throughout the 2013-2014 school year
3. Throughout the 2013-2014 school year

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Guided Reading will be incorporated into the Literacy Block. Utilizing Guided Reading books.
2. Increased read aloud will be done across all curriculum areas
3. RTI period built into the literacy block and during the Afterschool program

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are responsible for ensuring that their child completes the assignments and following with a signature and the amount of time spent reading. In addition, parents are responsible for signing off on homework. Parental workshops connecting with strategies and resources are being used during the school day. Parents will take part in Common Core standards, RTI and Math Workshops will be used as an extension of each monthly PTA meeting.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, all teachers will receive professional development that will address Common Core Standards in Mathematics and CIE that will assist them in adapting Go Math curriculum.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Student Benchmark Assessments and Baseline Assessments. After looking at teacher observation and surveys, a need in this area surfaced.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Weekly planning to adapt the Go Math curriculum
2. Math PD workshops provided to teachers
3. Learning walks focused on Math instruction
4. Small intense math groups instruction

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers
2. Principal, Network coach and school based coach
3. Principal and coach
4. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will meet weekly to plan and adapt curriculum
2. Principal will use analysis of the feedback forms after the PD sessions
3. Feedback from walkthrough will be evaluated by Principal and school based coach on a weekly bases.
4. Weekly teacher team meetings to discuss progress of students in math groups

D. Timeline for implementation and completion including start and end dates

1. Throughout the 2013-2014 school year
2. Throughout the 2013-2014 school year
3. Throughout the 2013-2014 school year
4. Throughout the 2013-2014 school year

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session will be paid for 5 teachers to plan weekly. During our weekly PD planning sessions (use of Teachability and Go Math resources)
2. There will be weekly workshops. Teachers will be sent to network PD.
3. Biweekly use of the book, "Learning to Question, Questioning to Learn" to identify needs of walkthrough.
4. Per session will be paid for 5 teachers to plan weekly

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Parents are responsible for ensuring that their child completes the assignments and following with a signature. Math parental workshops connecting with strategies and resources are being used during the school day. Math Workshops will be used as an extension of each monthly PTA meeting.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, all staff and students will participate in a school wide behavior system who's success will be measured by a decrease in the number of incidents in OORS

Comprehensive Needs Assessment

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

OORS Data (Incident Reporting), Student Survey, Observations have shown that there is a need for a school wide behavior system where all staff and students understand and follow the behavioral expectations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. P.S. 22 Dollar Program will allow teachers to provide tangible positive reinforcement to all students
2. Behavior Conduct Card (Intervention)- will support students in monitoring his/her own behavior
3. Reflection Time (Intervention) - staff; we will target students who have been identified through SSST/SIT as needing additional support based on teacher feedback and incident reports. Students will have the opportunity to eat lunch with the Principal and reflect on their behavior.
4. Ongoing Parent Contact, communication and conferences facilitated by teachers regarding the student's behavior- target all students
5. Guidance Counselor activities (character traits) i.e. Peer mediation, Visiting Nursing homes, community service- target all students

B. Key personnel and other resources used to implement each strategy/activity

1. School staff, parents and teachers
2. Guidance counselor, school staff and parents
3. Principal
4. Parent Coordinator
5. Guidance Counselor-Relationship with community organization (Nursing Home)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The SIT will follow up quarterly surveys that document the level of student behavior
2. Behavior cards will be monitored on a daily bases. Award ceremonies that celebrate student behavior on the achievement of the leveled behavior
3. Principal will use conduct cards to evaluate progress on an as needed bases.
4. Parent coordinator will communicate with families weekly on student progress Guidance counselor conduct sheets will used to measure the level of student growth
5. Guidance counselor conduct card will be used to measure the level of student growth monthly

D. Timeline for implementation and completion including start and end dates

1. Throughout the 2013-2014 school year
2. Throughout the 2013-2014 school year
3. Throughout the 2013-2014 school year
4. Throughout the 2013-2014 school year
5. Throughout the 2013-2014 school year

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. P.S. 22 Dollar Program- materials and incentives to be used as part of the P.S. 22 school store.
2. Behavior Conduct Card (Intervention)- We will target students who have been identified through SSST/SIT as needing additional support based on teacher feedback and incident reports.
3. Reflection Time (Intervention)- Students who have been identified through SSST/SIT as needing additional support based on teacher feedback and incident reports.
4. Ongoing Parent Contact, communication and conferences- weekly
5. Guidance activities (character traits) i.e. Visiting Nursing homes, community service

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are a part of the initial planning of activities. Parents are invited to participate in each activity. They sign off on the conduct cards and there is ongoing dialogue with staff.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By the end of the 2013-2014 school year, the average daily attendance will increase from 90.50% to 93% as measured by the school's daily attendance report.

Comprehensive Needs Assessment

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

During the 2012-2013 our school's attendance rate was 90.50% which was below the city average.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Attendance teacher will visit the homes of students who have less than an average of 88% attendance to meet with parents regarding the importance of their child being in school.
2. There will be weekly Attendance Team meetings to analyze the attendance trends and recidivist students
3. Our Parent Coordinator will make daily phone calls to students who are absent- school messenger system will be used to call the homes of students who are absent

B. Key personnel and other resources used to implement each strategy/activity

1. Attendance teacher
2. Principal, Pupil accounting secretary, guidance counselor, parent coordinator and attendance teacher
3. Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Review daily attendance reports with school attendance team to analyze attendance trends and recidivist students-
2. Weekly attendance team meetings followed by monthly attendance awards.
3. Attendance will be reviewed via school message system on a daily basis

D. Timeline for implementation and completion including start and end dates

1. Throughout 2013- 2014 school year
2. Throughout 2013-2014 school year
3. Throughout 2013-2014 school year

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will monitor daily attendance
2. Materials and resources will be used during monthly attendance ceremony
3. Parent Coordinator will make phone calls and utilize the school messenger system

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

There will be parental workshops on the importance of attendance, school attendance policy, home visits and phone calls. The PTA will sponsor student attendance awards at their monthly PTA meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014, all teachers will be provided with frequent feedback and will show growth in at least 4 competencies as measured by at least 1 HEDI level increase with in those competencies.

Comprehensive Needs Assessment

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

During the learning surveys, teachers expressed the need for additional support with instructional expectations. Our learning walk data shows that teachers need additional support in each of the competencies.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Weekly Danielson workshops will be facilitated by Principal, coach and network coach
2. Weekly Learning Walks that focus on each competency
3. Weekly Book Study, "Learning to Question, Questioning to Learn" sessions which focus on improving questioning and discussion techniques.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and leadership team
2. Principal and Network coach
3. Principal, teachers, school based coach and Network support staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Follow up Surveys will be examined weekly to provide next steps
2. Debrief with teachers on a weekly basis
3. Weekly book study will be evaluated through teacher feedback

D. Timeline for implementation and completion including start and end dates

1. Throughout the 2013-2014 school year
2. Throughout the 2013-2014 school year
3. Throughout the 2013-2014 school year

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. PD will be provided during weekly professional learning time and providing weekly after school per session.
2. Weekly debrief sessions
3. Purchased books to facilitate book study

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent workshops that are in alignment with the instructional expectations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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, Interactive Writing, Skills Tutor	Small group, one to one, After School Academy; supporting tiers 1, 2 and 3	During the school day, after school
Mathematics	Guided Math, Skills Tutor	Small group, one to one, After School Academy; support tier 1, 2, and 3	During the school day, after school
Science	Harcourt, Center Activities, Hands on activities, video clips, Trips, Group Activities & Projects	Guest Speakers, Trips, video clips	During the school day
Social Studies	Harcourt, Center Activities, Trips, Center Activities, video clips, Group Activities & Projects, Group Activities & Projects	Guest Speakers, Trips, video clips	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provided by Guidance Counselor, Services offered S.E.T.S.S., Psychologist, Educational Assistant and Social Worker	Small group, one to one; supports tiers 1, 2 and 3	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We provide school wide professional development in the form of a book study group, weekly curriculum planning session, content area specific professional development, network professional development that is content specific, professional development according to each student sub group/population. The professional development also includes technical assistance (school level, city wide, network PD)

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We provide professional development according to the data from the observation cycles (school level, city wide, network PD). A teacher who displays effective practices in a specific area may facilitate PD sessions with their peers and others. Teachers who display a need to improve their instructional practice will receive a targeted plan that will give them ongoing support based on their need.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Clothing provided for students in temporary housing, Toys, school supplies

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All staff members received training on the ADVANCE system and the MOSL Selection. Teachers collaborated on the decision for the MOSL selection and shared their preference with the Principal

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- 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 5th 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 022
School Name The Children's International School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Carlen Padmore	Assistant Principal N/A
Coach Denise Cannon	Coach type here
ESL Teacher Jonelle Benjamin	Guidance Counselor
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Randy Ware
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	22	Total number of ELLs	3	ELLs as share of total student population (%)	13.64%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1			2		1				3
Total	1	0	0	2	0	1	0	0	0	3

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						1								1

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1	1			2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	2								2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		1				3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

P.S. 22 uses TCRWP to assess the early literacy skills of our ELLs. Data from the September Running Records indicate that all 3 ELLs are reading below grade level; Adv. ELL- Level L, Int. ELL (SWD)- Level N, Beg. ELL- Level D. P.S. 22 has used this data to inform instructional planning and selection of intervention and supplemental programs that will increase the literacy skills of the students. In addition to building literacy skills within content instruction, Guided Reading is being used as one of the primary tools to improve our ELLs literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
P.S. 22 currently has one grade, Grade Five. There are three ELLs with proficiency levels ranging from Beginner to Advanced.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMA tool](#))

The 2013 NYSESLAT combined modality sets are not available at this time.

4. For each program, answer the following:
 - a. 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?

4. P.S. 22's three ELLs are ranging in proficiency ranging from Beginner to Advanced; with one student per proficiency level. The Beginner student is a Newcomer and did not take the ELA test last school year. All students took the Math test in English and scored a Level 1.

School administration has taken the above mentioned data and also plan to incorporate data trends revealed by the ELL Periodic Assessments to guide instruction and tailor instruction to meet the language and academic needs of the ELLs. P.S. 22 also incorporates students' native languages when possible. This is done through supplemental materials like bilingual glossaries, math materials in the native language (Spanish), and library books.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

In the beginning of the school year, P.S. 22 administered assessments such as TCWRP and building designed assessments to determine students who are in need of RtI instruction. The school also incorporated the results of the 2013 ELA, Math, and NYSESLAT assessments in their analysis. The data indicated that all three fifth grade ELLs are functioning below grade level in literacy skills. As a result, P.S. 22 has decided to structure the daily 125 minute ELA block to incorporate RtI, Tier 1 support in the form of 30 minute guided reading/ writing instruction. The ELLs are instructed in groups of five or less students.

In addition to guided reading/ writing instruction, the school has employed the use of Skills Tutor as a supplemental tool. P.S. 22 has also begun an ESL Afterschool Academy that meets one afternoon each week for two hours. The school is using the Readers for Writers program which teaches literacy skills through the reading of informational books.

Furthermore, Tier 1 RtI support is included in content instruction through the use of scaffolding strategies. For example, oral language development, ELLs are provided with scaffolds such as sentence starters and frames. The teachers also explicitly model the language students are to use. For writing development, teachers expose students to different writing genres and provide scaffolded support such as exemplars, writing frames, and teacher created graphic organizers to assist students in becoming proficient writers. Teachers also provide similar support for the development of reading and listening skills.

All progress is monitored through monthly administration of school created benchmarks. Running records are also administered monthly. The data is analyzed and adjustments to instruction are made.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The teachers analyze data from formative and informal assessments to determine the second language development needs of the students. Teachers then tailor their instruction to meet the needs of the students. The ESL teacher often confers with the classroom teacher of ELLs about the academic and language needs of the students. This helps teachers to create instructional plans that develop

weak modalities and amplify the stronger modalities.

The ESL teacher analyzed the data from the NYSESLAT and LAB-R reports and conferred with classroom teachers of the ELLs. The ESL share the data with the teachers and all teachers of ELLs tailor their instruction to develop weak modalities and amplify the stronger modalities.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Public School 22 uses the results of various assessments to evaluate its program for ELLs. Success will be determined based on students progress in reading levels, teacher created assessments for the content areas, and students' performance on the NYSESLAT. In addition to the aforementioned measures of success, the results of the New York state assessments will be factored in.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- P.S. 22 implements an initial identification process to ensure that all possible ELL students are properly identified and timely placed in either the appropriate program. The ESL teacher, Pupil Accounting Secretary, and other trained pedagogues, ensure that the following screening process takes place: upon registration, parents and children are administered the Home Language Identification Survey (HLIS) in their native language, when possible, by a pedagogue who has been trained in the process of HLIS administration. The certified ESL teacher at P.S. 22, administers the HLIS. In case she is not available, another HLIS-trained pedagogue administers the survey.
- The HLIS form is given, when possible, in the native language. The trained pedagogues also conduct informal oral interviews with children before determining their eligibility for LAB-R testing. Spanish speaking staff are available for Spanish speaking parents who may need interpretation assistance. The HLIS form must display answers in the 1/2 formula - meaning one question is marked 'other' from questions 1-4, and for questions 5-8, 2 questions are marked 'other' in order for a student to be considered eligible for LAB-R testing. A student may also be eligible for LAB-R testing if, through an informal interview with the child, the ESL teacher or trained pedagogue considers the child to be Limited English Proficient (LEP).

After assessing the home language through a combination of interviews (formal and informal) and parent responses to the survey, the trained pedagogue enters an OTELE code on the HLIS which determines the student's home language. Eligible students are cross referenced with the ATS reports to ensure that no one is overlooked.

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

Once students are determined as eligible for ESL services, a letter of eligibility is sent which includes an invitation to an ELL parent orientation within 10 days of student admission to the school. Parents of students who have already been determined as

English Language Learners and have not achieved proficiency in the previous school year receive a Continued Entitlement Letter which explains that the students will continue receiving ESL services.

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

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

2. 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.

After students are determined as eligible for ESL services through LAB-R testing, we implement our outreach plan for educating parents about the three program choices available for ELL education within the NYC public school system. The personnel involved in parent orientation sessions for ELLs include the school's Parent Coordinator and the ESL teacher. We enlist services from the NYC Department of Education Translation and Interpretation Unit when a translator is not available on site.

First, parents receive 1) an Entitlement Letter which lists their child's score on the LAB-R and how the score determines eligibility; 2) an invitation to an ELL Parent Orientation at the school and direct contact information for the certified ESL teacher, the Parent Coordinator, and general school contact information; 3) a Parent Survey and Program Selection Form which is provided to them at the Orientation after they view the NYC Department of Education's Orientation Video for Parents of English Language Learners and 4) a Placement Letter stating the student's program placement. Entitlement letters are sent as soon as a student is determined as eligible for ELL services. The letter includes the student's LAB-R score and information about the programs available for their ELL child within the Department of Education. An invitation to parent orientation and a Parent Survey and Program Selection Form are attached to the Entitlement letter as per the instructions on the Department of Education Entitlement Letter. The Parent Survey and Program Selection Form is to be returned to the ESL teachers at the time of Parent Orientation, which is held within 10 days of student admission to the school.

Parents who attend the parent orientation receive a program brochure at the start of orientation (in the native language when available). Parents then view the NYC Department of Education's Orientation Video for Parents of English Language Learners (also in the native language when available.) The video informs parents of the three choices available to them within the NYC Public school system (Dual

Language, Transitional Bilingual, and Freestanding ESL Programs). After viewing the video, a question-and-answer session is held between the ESL teachers and the parents, during which parents are able to ask questions about the information presented to them in the video and the best options for their children are re-iterated by the ESL teacher (Dual-Language Programs being the best option, Transitional Bilingual Programs being the next-best option, and Free-Standing ESL programs being the third best option as per research on ELL programs.)

Parents then use the information provided in the orientation and fill out their Parent Survey and Program Selection Form. If parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. If parents decide to choose the program available at the school, a Placement Letter is sent home to parents describing their child's placement into the school's ESL Program. The parents' choices for program placement are also recorded on the ELPC screen on ATS.

Additionally, if parents' first choice is a program that is not available at this school, ELLs are immediately placed in the ESL program until and if placement is made in the parents' preferred program at another school.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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

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

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

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

At the time that all of the aforementioned steps have been taken and parents are still unresponsive to outreach, students are placed into the best program available at the school, the Freestanding ESL Program (As per CR part 154, if a form is not returned, Transitional Bilingual Education is the default program.) Parent Survey and Program Selection forms are collected during the parent orientation. Copies of the Entitlement Letters and the Parent Survey and Program Selection forms are stored in the school's Title III binder.

At the time of placement, a placement letter is sent home to parents (in the native language when available) informing them of their child's placement into the school's ESL program. Placement letters include contact information for the ESL teacher as well as general contact information for the school.

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.

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

A placement letter is sent to parents in their native language (when possible), informing them of their child's placement. A copy of the letter is stored in the school's Title III binder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year, the ESL teacher(s) meets with the testing coordinator and the school's administration to map out the tests for the school year. ATS reports such as the RLER, RLAT, Admit and Discharge reports are used to ensure all eligible ELLs are scheduled for NYSESLAT testing. A month before administration of the test is to commence, the ESL teachers create a schedule that is reviewed by the school's administration. This schedule includes the approximate dates for each subtest; the names of each student that is being tested; the pedagogue that is assigned to each test group. Students are divided into groups according to grades, and accommodations (IEP students with testing accommodations). In the event that any student misses a testing session, make up sessions are included on the schedule. Students are always allowed to take a make-up as long as it is within the given testing window.

The schedule also includes time allotted to train pedagogues who will administer the NYSESLAT.

Additionally, a letter is sent to each parent in their home language (if available), informing them that the NYSESLAT will be administered to their child.

6. 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.) 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. 

For the past 2-3 years, parents who attended Parent Orientation at P.S. 22 opted for the Freestanding ESL program as their first choice. We believe that parents opt for the program because they are often registering young children and already have older children in the ESL program. They have seen their children go through the ESL program and believe it to be a good option for their younger children as well.

Additionally, prior to the 2012-2013 school year, P.S. 22 had a feeder school (P.S. 249). This school was a K-3 school with a Dual Language Program. Upon completing 3rd grade, students were transferred to P.S. 22 for 4th grade. Since parents already chose a Dual-Language Program for their students while attending P.S. 249, parents did not go through the same orientation process as would parents of newly admitted students entering a NYCDOE school for the first time. Parents were informed of the program choice at P.S. 22 -- Free Standing ESL program -- during an information session held at P.S. 249 during the spring, prior to student the commencement of the new school year in the fall.

Since P.S. 22 admitted so many transfers from P.S. 249's Dual Language Program; we found that our school program model was not aligned with all parent requests. Parents of transfer students from P.S. 249 had already chosen a Dual Language program as their first choice. In order to comply with parent choice for these students, during the 2010-2011 school year P.S. 22 applied for a Bilingual Planning Grant. The aim was to create a Dual Language Program that would support the needs of the student population transferring from P.S. 249. Upon approval of the grant, P.S. 22 created the Dual Language Program for the 2011-2012 school year. Unfortunately, the dual language program has been discontinued for the 2013-2014 school year. The current population does not meet the criteria to create a dual language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

ELL instruction at P.S. 22 is delivered through the Freestanding ESL program. It uses a combination of push-in and pull-out instruction to service its ELL students. Push-in or pull-out organizational models are determined according to the student population needs. According to research, push-in program models for Freestanding ESL programs are the best way to deliver instruction, so the push-in model is utilized where possible. The ESL teacher is shared by two schools. The ESL teacher instructs P.S. 22's ELLs on Mondays and Tuesdays.

P.S. 22 utilizes a heterogeneous program model for the creation of instructional groups. Within the Freestanding ESL Program, some students are grouped according to proficiency level and some groups contain mixed proficiency levels.
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)?

P.S. 22 has one certified ESL teacher on staff. P.S. 22's daily class schedule is arranged into seven 50-minute periods per day. Beginner/Intermediate level ELL students receive ESL services for a total of 360 minutes per week and Advanced level ELL students receive ESL services for the mandated 180 mins periods per week. The ESL teacher is careful to schedule services around any other related service providers (Speech Therapists, SETTTS, Occupational Therapists, etc.)
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 foster language development and meet the demands of the Common Core Learning Standards.

In P.S. 22's Freestanding ESL Program, content and standards-based curriculum is delivered across the grades and P.S. 22 uses an academic pacing calendar to guide teachers along the same path toward achievement. Through careful planning and collaboration with classroom teachers, the Freestanding ESL Program delivers content-based push-in and pull-out instruction to all students receiving ELL services in the areas of Math, Science, and Social Studies, as well as English Language Arts. The ESL curriculum is also enhanced by the ESL teachers through class field trips.

Strategies employed by the program that help make content comprehensible to ELL students include building schema and background knowledge to support new content knowledge and scaffolding content learning with pictures, videos, audio components, and technology (computers/Smart Boards). Concepts are consistently linked to students' background knowledge to help deepen students' frameworks for comprehension. Students also receive explicit teaching of key vocabulary and terms for content learning. ESL materials (access to literacy-rich environments, visual aides, simplified texts, manipulatives, artifacts, etc.) are employed and curriculum is enhanced through use of graphic organizers, collaborative group work, vocabulary building activities, think/pair/share techniques, visualization strategies, shared reading activities and scaffolding for varying levels of student proficiency. All instruction is designed, implemented and assessed in alignment with the Common Core State Standards (CCSS) for learning.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

P.S. 22 has a Free-standing ESL program and language instruction is done in English. However, native language support is provided and evaluated through the use of bilingual glossaries and Spanish Go Math materials. Students also have access to bilingual (Spanish speaking) staff. Students are also evaluated in their native language (when available) with translated versions of state assessments (Math and Science). For low incident languages for which a translated version of the state math and science exams are not available, P.S. 22 contracts with a translation service to provide one to one translation. Additionally, translated versions of the math periodic assessments are also provided to the students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL and classroom teachers plan instruction with the Common Core State Standards in mind. These standards address all four modalities. P.S. 22 uses specific writing pieces, oral presentations, informal observations of group and peer discussions, etc. Teachers also provide listening activities, administer ELA benchmarks, and routinely conduct running records.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

Since SIFE students may come to school with emotional strain (i.e. as refugees, or without many of the necessary early skills such as reading or writing which can cause frustration in students) our guidance counselor and our school psychologist, are prepared to be a part of any specific counseling that may be necessary. SIFE students will also be paired with another student (the “buddy system”). Buddy system students will be paired from same NL groups when possible.

b. Newcomer ELL students receive small-group instruction with students of the same level of ESL. Newcomer students may be in small groups with children from other grades until they have learned some speaking skills and can transition into the grade-level ESL group. Newcomer students will work intensively on listening and speaking upon arrival into the school system in order to build a strong base of “survival English”. The ESL classrooms at P.S. 22 contain listening centers with CD players which allow newcomer students to work on their listening skills.

Support for Newcomer students who are expected to take the ELA exam after one year in the U.S. include emphasis on listening skills during Reading Workshop, working on differentiated tasks that mirror the tasks on the ELA exam, exposure to the format and nature of standardized ELA exams, and attendance in P.S. 22’s Extended Day Program and After school Academy.

c. Students who are receiving 4-6 years of ESL services are supported via small-group instruction in a push-in/pull-out capacity. Students who have been receiving 4-6 years of ESL services are supported using individualized instruction tailored to the students’ weakest modalities. The ESL teacher integrates specific ESL strategies and offer reinforcement and education to the classroom teacher on how to best serve struggling ELL students.

d. Students who are classified as long-term ELL are supported using individualized instruction tailored to the students’ weakest modalities.

e. In the event that former ELLs (in years 1 and 2 after testing proficiency) enters P.S. 22, students will be provided with assessment accommodations. They will also receive small group instruction tailored to strenghten their academic weakness. Students will be given, if available, bilingual dictionaries. Students will also be given the opportunity to take part in the school's ESL After School Academy and the ELA and Math after school program.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

P.S. 22 currently has ELL-SWDs in a self-contained classrooms. ELL-SWDs in the self-contained classes are serviced by the ESL teacher in a heterogeneous group.

P.S. 22 currently has 1 ELL-SWD in a self- contained classroom setting. Although the instructional programs that they school employs have their suggesting pacing schedule, the school has decided to adjust the pacing schedule to meet the needs of the school’s population, especially, SWDs. here:

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

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

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

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

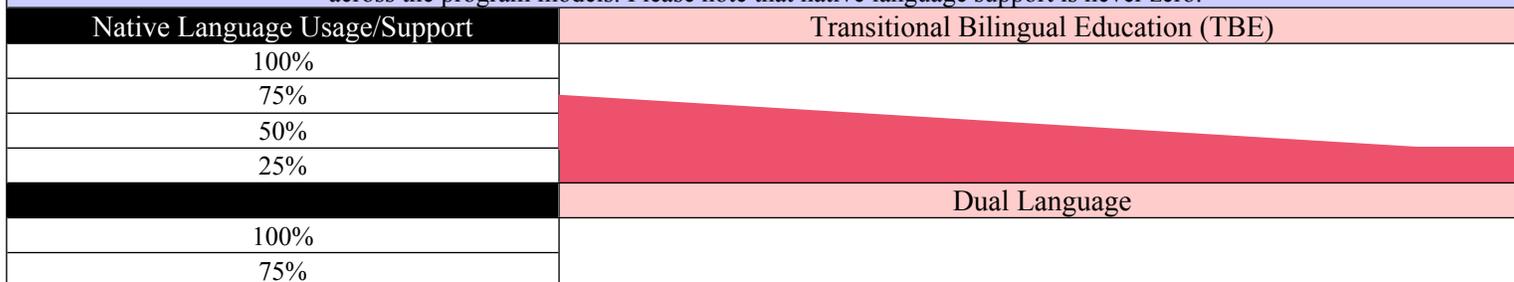
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
- ELA and Math interventions are provided by the Literacy/ Math coach and the ESL and SETTs teachers. Interventions come in the form of small group ELA and math instruction, guided reading, ELA and Math after school programs. The school also uses Skills Tutor. This is an online program for Math and ELA support. Spanish speaking students are provided the opportunity to take part in lessons in Spanish.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the school's current programs are reflected in the progress students made during the 2012-2013 school year. P.S. 22's current program is successful in that it is tailored to meet the needs of the ELLs. All teachers ensure that instruction is planned using the CCLS. Additionally, teachers use data from the NYSESLAT, LAB-R, state ELA and Math exams, other informal and formal assessments to to group students for optimal academic success.
11. What new programs or improvements will be considered for the upcoming school year?
- As P.S. 22 is in the phase-out process, the 2013-2014 school year will be the school's last year. As such, an answer cannot be provided for this question.
12. What programs/services for ELLs will be discontinued and why?
- As P.S. 22 is in the final year of its phase-out, the school's ELL population decreased significantly to 3 students. Therefore, the school is unable to run an ESL Title III After school Academy.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are afforded an opportunity to take part in all school programs. Programs include Brooklyn Piano School and a dance program run by Stacy Nicole's World of Talent. Students can also sign up for and attend P.S. 22's afterschool program for ELA and Math.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- P.S. 22 uses the Go Math program for math instruction and Pearson's Ready Gen for ELA instruction. The ESL teacher collaborates with the classroom teachers and uses ESL methodologies to create materials to enhance students' comprehension of the content provided by the classroom teachers. P.S. 22 also uses Skills Tutor for additional support in ELA and Math. Teachers also use Ipads, Smartboards, and computers to enhance their instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is supported through the use of classroom libraries. ELLs are also provided bilingual glossaries for Math, Science, and Social Studies. Additionally, GO Math has instructional materials for Spanish speakers that the school uses to help Spanish speaking ELLs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ESL teacher grouped the ELLs heterogeneously. All of the ELLs are in Grade Five and range in proficiency from Beginner to Advanced.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- P.S. 22 has always ensured that parents receive information about bussing, a school supply list, and other information about the school. Students who are newly enrolled throughout the school year are provided with a tour and are paired with a buddy to assist in their acclimatization to the school.
18. What language electives are offered to ELLs?
- Currently, there are no language electives being offered at P.S. 22.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development sessions are to be held during faculty meetings, grade planing meetings, and professional development days. Faculty meetings are held the first Mondays of each month. The dates are as follows: March 3 and April 7. Grade planning meetings are held Wednesday afternoons. Professional development will be conducted on the following dates: December 11, January 29, February 12, and March 19. Teachers of ELLs are also afforded the opportunity to attend out of building workshops that focus on the Common Core and implications for ELLs. These professional development workshops are organized and promoted by NYCDOE's Office of English Language Learners.

The Literacy/ Math coach also provides instructional support. The 7.5 hours of ELL training are included in the professional development sessions held in and out of the school building. All of these professional development sessions support teachers of ELLs by providing strategies and materials they can use to deliver Common Core- aligned instruction.

P.S. 22 also provides staff with support as they assisst ELLs in their transition from elementary to middle school. The guidance counselor provides both teachers and parents with support as parents select middle schools for their children. Towards the end of the school year, staff are provided with the appropriate material to instruct students in the various content areas, but at the middle school level. The guidance counselor also makes presentations during the school day, describing the various changes students might encounter as they begin middle school.

Records of all professional developments and trainings provided throughout the school year will be maintained by the principal. Copies of the agendas and sign-in sheets will also be kept in the school's Title III binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Through the leadership of the school's PTA, parents are offered workshops such as: Understanding the CCSS, Preparing your Child for a Standardized World, and Fostering Good Study Habits. Parents can also volunteer to assist in family game night and family reading night. P.S. 22 also offers a middle school informational session for parents.

P.S. 22 partners with Friends of Crown Heights , Music for Many, Hispanic Heritage, and the Brooklyn District Attorney's office. P.S. 22 evaluates the needs of parents through parent surveys and phone outreach. Parents also bring their concerns to the PTA and the Parent Coordinator who then relay concerns to the school's administration.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: P.S. 22

School DBN: 17K022

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K022 School Name: P.S. 22

Cluster: 04 Network: CFN 613

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.

P.S 22 determines translation needs through information provided by the Home Language Identification Survey (HLIS) and ATS data. Parents and students are interviewed at the time of registration by the ESL teacher or other trained pedagogue. Through these interviews, translation and interpretation needs are identified. P.S. 22 also uses information retrieved from the emergency contact cards and the parent preferred language surveys submitted by all of the parents who register their children at the school.

P.S. 22 then uses the information retrieved from all possible sources to ensure that information is available to parents in the appropriate languages and delivered in a timely fashion.

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.

P.S. 22 has found that the parents with translation and oral interpretation needs are Spanish, Bengali, and Fulani speakers. The findings are reported to all those who are responsible for creating and distributing correspondences to the school community (the Parent Coordinator, PTA leaders, administration, and classroom teachers).

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.

P.S. 22 employs the use of both the DOE's Translation and Interpretation Unit and in-house translators for written translations. P.S. 22 has staff available who can translate documents in Spanish. For those parents who speak languages such as Funlani and Bengali, P.S. 22 uses online translation services and the services provided by the DOE to meet the translation needs.

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

For oral interpretation, P.S. 22 again utilizes both the DOE's Translation and Interpretation Unit and in-house interpreters to assist parents during events such as parent- teacher conferences, parent orientations, IEP meetings, and workshops. In house staff are used to translate for Spanish speaking parents. For parents who speak languages such as Bengali and Fulani, P.S. 22 requests interpreters from the DOE's Translation and Interpretation Unit.

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

We will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services through the use of in-house translation and interpretation services. We will also use services provided by the DOE's Translation and Interpretation Unit. Correspondences such as parent notifications, documents such as the Parents Bill of Rights, notice signs, and plans (safety) will be distributed and or posted in as many languages for which translation is available.