



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** P.S. 222

**DBN (i.e. 01M001):** 22K222

**Principal:** MRS. THERESA OLIVIERI

**Principal Email:** [TOLIVIE@SCHOOLS.NYC.GOV](mailto:TOLIVIE@SCHOOLS.NYC.GOV)

**Superintendent:** DR. RHONDA FARKAS

**Network Leader:** MS. LISA GIGOUX

### 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
Mrs. Olivieri	*Principal or Designee	
Mr. Salvio	*UFT Chapter Leader or Designee	
Mrs. O'Connor	*PA/PTA President or Designated Co-President	
Mrs. Grilli	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ms. Hanley	Member/ Assistant Principal	
Ms. Gallagher	Member/ Teacher	
Ms. Sigismondi	Member/ Teacher	
Ms. Connolly	Member/ Teacher	
Mrs. Drimmer	Member/ UFT Paraprofessional	
Mrs. McDonald	Member/ Parent	
Mrs. Clancy	Member/ Parent	
Mrs. Allison	Member/ Parent	
Mrs. Auteri	Member/ Parent	
Mr. Turbak	Member/ Parent	
Mrs. Vento	Member/ Parent	
Ms. MacAnaw-McGuinness	Member/ Parent	
Mrs. O'Neill	Member/ Parent Coordinator	
	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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, 100% of staff members will participate in professional development to deepen the school community's understanding and implementation of effective text based questioning and close reading techniques using non-fiction and fictional texts. The results of this will be evidenced in a 5% increase in student progress where they will increase one level on their text-based question quizzes taken from October 2013 to June 2014.

### **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.

Based on the Crosswalk of Common Core Instructional Shifts in ELA/Literacy, student performance on the NYS ELA exam, and assessment data for all students, it was determined that we need to provide teachers with professional development on how to support students in citing evidence from the text in their conversations as well as in their written responses to text based questions.

### **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 be provided with professional development on how to create text-based questions.
2. Teachers will be provided with professional development on ways to increase rigor and complexity in reading. This will be included in our Units of Study created by teacher teams.
3. Teachers will be provided with professional development during Faculty Conferences, grade meetings, and PD days with strategies and techniques for conducting close reading.
4. The administrative team will create text based questions to accompany the skill/strategy quiz given bi-monthly.
5. The administrative team will review student performance and responses on text-based question quizzes.
6. Teachers will track performance and progress and Instructional Lead Team will offer actionable feedback.

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

1. School administrators
2. Literacy support staff provider
3. Instructional Lead Team
4. Network support staff

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

1. Teacher teams and administrators will monitor student performance on text-based question quizzes (TBQs) and will provide an additional quiz for those students who score in the "Low" range based on rubric that is used to score the response.
2. Administrators will collect and review lesson plans and units of study to ensure they demonstrate effective questioning and discussion techniques that require students to cite evidence from the respective text.

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

1. Beginning in October 2013 and continuing through June 2014 TBQs will be given twice a month and data will be submitted to administration for analysis.
2. The administrative team will provide ongoing, regular feedback to teachers during pre and post observation conferences in order to support and assess growth in the area of text-based questioning and text-based responses using fiction and non-fiction texts.

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

1. Professional literature, student assessment materials from private vendors.

### **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 were informed of this instructional shift through letters as well as at parent workshops (PTA meetings, CCLS Parent workshops, etc.)

### **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	Title IIA	Title III	Set Aside	Grants
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, 100% of teachers will be evaluated by the new Teacher Evaluation System after being provided with high quality formative feedback from short, frequent classroom observations and/or a formal observation. As a result there will be a 3% increase in Teacher Effectiveness as evidence by formal and informal observations, student work, state assessments and teacher goals.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on the NYC DOE new evaluation system, we want to provide the specific, targeted feedback to support teachers after their short, frequent and formal observation.

#### **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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>Administrators will visit each teacher's classroom at least four times over the course of the year and provide teachers with formative written feedback aligned to the Danielson framework.</li> <li>Administrators will have post observation conferences to provide timely in order to adjust teacher practices.</li> <li>Administrators will "zoom in" in specific Domains and provide examples of what a Highly Effective classroom would look like in Faculty Conference notes and during grade meetings.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>School administrators</li> <li>Support from NYC DOE Office of Teacher Effectiveness</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Through frequent observations and discussion among administrators we will be able to evaluate the progress and effectiveness of the feedback teachers received.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>During the month of September 2013, administrators will hold individual Intial Planning Conferences with teachers.</li> <li>From October 2013 through June 2014, administrators will observe teachers for a minimum of four times.</li> <li>The administrative team will set up and follow a schedule for teacher observations and provide actionalble feedback aligned to selected competencies from a research-based framework.</li> <li>During each Faculty Conference, administrators will provide staff with information related to the observable domains.</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>NYC Deupartion of Educaiton Teacher Effectiveness Talent Coach assigned to our network and school</li> <li>NYC Department of Education resources</li> <li>Danielson Framework literature</li> </ol>

#### **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 will be informed about new teacher evaluation system during PA meeting in September.

#### **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	Title IIA	Title III	Set Aside	Grants
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, 100% of classroom teachers will engage in teacher teams to modify curriculum in order to deepen the level of differentiated instruction and consistently provide all students, including SWDs and ELLs with the scaffolded support needed to make growth as evidenced by at least 1 level increase from the baseline to culminating assessment from at least 1 unit of study as indicated by the aligned CCLS rubric.

#### **Comprehensive Needs Assessment**

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

Based on student performance on units of study, Benchmark assessments, state exams, and the Common Core Instructional shifts, it was determined that teachers will work collaboratively to redesign assessments so they are aligned to the CCLS.

#### **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. Assessments will be uniform across the grade
2. Modifications and scaffolds will be made for ELLs and SWDs
3. Teacher Teams will meet to review student work during Inquiry meetings
4. Teacher Teams will modify units of study based on reflection of lessons
5. Teachers will provide students with opportunities to access complex texts
6. Teachers will evaluate student performance on the tasks to evaluate the quality of the task, level or rigor and make adjustments to practice
7. Teacher teams will create extended response questions for math assessments and include with chapter assessments

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

1. School administrators
2. Classroom teachers
3. Literacy coach
4. Vertical Teacher Team
5. Network support staff

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

1. Within lessons there will be checks for understanding
2. Within units there will be embedded and culminating tasks
3. Formal and informal assessment results
4. Performance on TBQ quizzes
5. Performance on state exams

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

1. Prior to the implementation of each unit of study (roughly every six weeks) teacher teams and administration will review the curriculum map

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

1. Prep period schedule will allow for Vertical teams to meet once a week, per session funds, network pd sessions, scheduled teacher team meetings at least once a month

#### **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).

Teachers will inform parents of their child's performance on the tasks included in the Units of Study, test will be sent home to parents

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
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 June 2014, 100% of our staff members will receive professional development to deepen the school community's understanding and implementation of the Common Core Learning Standards in all content areas. As a result there will be an increase of 2% in student performance on CCLS aligned assessments. This will be measured through a variety of indicators, including but not limited to: teacher made assessments, unit of study embedded and culminating performance tasks, and NYS ELA and Math exams (grades 3 – 5) as well as the NYS Science exam (grade 4).

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After reviewing the Citywide Expectations, our Units of Study, and assessment data for all students, it was determined that we need to continue to support teachers in the area of aligning lessons with the Common Core Learning 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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Teachers will review lessons and units so that they are well-aligned to the CCLS</li> <li>2. Teachers will ensure students are aware of the learning target of the lessons</li> <li>3. Teachers will assess student learning with a rigorous culminating performance task</li> <li>4. Teachers will create common core aligned rubrics for use across all content areas</li> <li>5. Teachers will receive professional development on how to create multiple entry points for ELLs and SWDs</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Administrators</li> <li>2. Literacy and Math coaches</li> <li>3. Network support</li> <li>4. Cluster Teachers</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Within lessons there will be checks for understanding</li> <li>2. Within units there will be embedded and culminating tasks</li> <li>3. Formal and informal assessment results</li> <li>4. Performance on state exams</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. Beginnin September 2013 and continuing through June 2014, teachers will update and modify lesson plans, units of study, etc.</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Common planning time for ICT teachers, Common preps for each grade, Cluster common preps, Grade meetings with administration, PD sessions</li> </ol>

#### **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).
Common Core Parent workshop, review of student assessments

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.
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X	Tax Levy	Title IA	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, 100% of teachers of ELLs and SWDs will receive professional development on teaching ELLs and SWDs in order to show an increase of 2% of ELLs and SWDs moving to the next level in reading and writing achievement as measured through a variety of indicators, including but not limited to: MOSL, Fountas & Pinnell Assessment, culminating performance tasks, writing samples, teacher made assessments and the NYSESLAT.

#### **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.

Based on the data from the NYS ELA and MATH exams, the progress report, and assessment data, it was determined that we need to increase the supports and differentiation for our ELLs and SWDs.

#### **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. When developing units of study, teachers will identify the specific support for ELLs and SWDs
2. Conduct a CCLS parent workshop
3. Build collaboration between the classroom teacher, ELL teacher, and SETSS teacher
4. Send teachers to network workshops provided on UDL
5. Send ELL teacher to citywide and network PD sessions and turn key information at PD session and Faculty Conferences

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

1. School administrators
2. AIS support providers
3. Classroom teachers
4. ESL and special education teachers
5. Student Assessment Team

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

1. Improved performance on assessments given in all subject areas

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

1. Beginning in September 2013 and continuing through June 2014, teachers will include differentiation in their lessons and units for the ELLs and SWDs

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

1. Title III morning program, Extended day sessions, SETSS provider schedule, ICT teacher supports,

#### **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).

ELL parent workshops, CCLS parent workshop, Testing workshop on the NYS exams and strategies to help their child prepare, Parent Teacher Conferences

#### **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	Title IIA	X	Title III	Set Aside	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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Total 75 Guided reading, Foundations Wilson, Reading Plus Fluency, Earobics, New Heights, Great Leaps, SPIRE, Rosetta Stone, Pebble Go	Small group, 1:1	During the school day, extended day, morning program
<b>Mathematics</b>	Total - 65 V-math live, Go Math!, EnVision resources, small group re-teach, scaffolding, manipulative materials	Small group, 1:1	During the school day, extended day, morning program
<b>Science</b>	Total = 5 Reteaching, push-in, scaffolding, modeling	Small group	During the school day
<b>Social Studies</b>	Total = 5 Reteaching, push-in, scaffolding, modeling	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Total = 25 Habits of Mind/Academic and Personal Behaviors lessons	Small group, 1:1	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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**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.

**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).

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**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.

**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)**

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

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

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**Parent Involvement Policy (PIP) Template**

**N/A for P.S. 222**

**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;
- incorporating the Habits of Mind and Academic and Personal Behaviors into everyday lessons

*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;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- 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 the instructional shifts and the Common Core Learning Standards and the connection to the assessments designed for their child 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 with all members of the school community;

- supporting parental involvement activities as requested by parents;
- 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;
- Encourage parents to attend Open School Week so they can observe their child's performance in class

## **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., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- utilize the strategies outlined in the monthly strategy newsletter;

## **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
- demonstrate the knowledge of and utilization of the Habits of Mind and Academic and Personal Behaviors

**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 <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>222</b>
School Name <b>Katherine R. Snyder School</b>		

### 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 <b>Theresa Olivieri</b>	Assistant Principal <b>Kathleen Snow/Tara E. Hanley</b>
Coach <b>Jennifer Crowley</b>	Coach <b>Kim McCorkell</b>
ESL Teacher <b>Christine Kearney</b>	Guidance Counselor <b>Michelle Monahan</b>
Teacher/Subject Area <b>John Salvio/SETSS</b>	Parent <b>Bernette O'Connor</b>
Teacher/Subject Area <b>Vincent DiPalermo/SETSS</b>	Parent Coordinator <b>Christina O'Neill</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>863</b>	Total number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>5.56%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	1		1	1	1	1								5
Push-In		1												1
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	10	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			0			0			0
Dual Language	0			0			0			0
ESL	38		11	10		7	0			48
Total	38	0	11	10	0	7	0	0	0	48

Number of ELLs who have an alternate placement paraprofessional: 5

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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			3	3	2	2								10
Chinese	2	3			2	1								8
Russian	2	2		2	1	1								8
Bengali						2								2
Urdu	3	3	3			1								10
Arabic	1		1		2									4
Haitian				1	1									2
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2		1									3
<b>TOTAL</b>	8	8	9	6	9	8	0	0	0	0	0	0	0	48

## 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)	3	1	1	1	1	5								12

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)	2	2	5	2	4	1								16
Advanced (A)	3	5	3	3	4	2								20
Total	8	8	9	6	9	8	0	0	0	0	0	0	0	48

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	7	2			9
4	4	1			5
5	2	1			3
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	4		4		1				9
4	3		2		1				6
5	2						1		3
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			5		1				6
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. 222 utilizes The Fountas & Pinnell Benchmark Assessment System to evaluate early literacy skills. It skillfully links assessment to instruction along The Continuum of Literacy Learning. It is a comprehensive system comprised of one-on-one assessment that matches students' instructional and independent reading abilities to the F&P Text Level Gradient. The results for our ELL's are as follows: Out of the eight Kindergarten students, 4 mastered letter recognition while 2 mastered the ability to articulate the letter sounds. For our seven first grade students, 3 mastered reading level B, 3 mastered reading level C, and 1 mastered reading level D. Out of our nine second grade ELL's, 1 mastered reading level A, 1 mastered reading level C, 4 mastered reading level E, 2 mastered reading level G, and 1 mastered reading level J. Out of our four third grade ELL's, 1 mastered reading level B, 1 mastered reading level F, 1 mastered reading level G, and 1 mastered reading level I. Out of our seven fourth grade students, 1 mastered reading level D, 3 mastered reading level L, 1 mastered reading level N, 1 mastered reading level O, and 1 mastered reading level P. Out of our seven fifth grade ELL's, 3 have yet to master a level, 1 mastered reading level K, 2 mastered reading level L and 1 mastered reading level. The data reflects a varying degree of mastery within the equivalent grade level. These data will determine our action plan. More support will be offered to these students during the school day as well as morning and afternoon programs. Our action plan includes formalized systems to provide differentiation within each lesson of every literacy and math unit. For example, teacher might offer a color coded system to differentiate types of words, present materials on tape or provide visual cues to foster success. P.S. 222 continually monitors ELL student progress through formal and informal assessments, and systematically adjusts instruction based on a variety of evidence and data.

Christine Kearney, our ESL teacher has implemented Rigby's "On Our Way to English" standardized testing preparation assessments across all grades K -5. This leveled series of assessments provide a preview of grade appropriate expectations that the ELL students will encounter while taking a standardized test. While introducing the test-taking process to the younger students, it at the same time provides practice for the older students within a variety of genres. Building on modeled instruction, students will explore different types of questions, take part in pre-reading and pre-writing exercises, be instructed on the use of self-check rubrics and benefit from proven test taking tips and strategies.

On an individual basis, Mrs. Kearney administers the Rigby ELL Assessment in which the four domains of Listening, Speaking, Reading and Writing are assessed. Results of this screening, informs our ESL teacher of the student's language stage and literacy level. This information drives placement as well as instruction, as the English Language Learner progresses on to the next Language Stage and towards on-grade level reading and writing proficiency. The student's progress is tracked with the Portfolio of Student Progress and the Data Management Tool. Students who have been given this assessment over the last three years have shown improvement as they progressed from one level to the next.

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

Data patterns revealed across proficiency levels on LAB-R and NYSESLAT indicate growth across almost all grades. Out of the 61 students who took the NYSESLAT last spring, 19 students scored proficient. Nearly one-third of the students scored out of the program, this third included three kindergarteners, six first graders, five second graders, three third graders and two fifth graders. Out of the seven fourth graders who took the NYSESLAT, four are students with disabilities (SWDs), two are students who are nearing long-term ELL status; respectfully in their fifth and sixth year of services, and the remaining student was a new arrival. Fifteen students went up in their levels, three of these students made the jump from beginner to advance while nine students remained at the same level, five of which are SWDs. One student, a SWD regressed from an intermediate to a beginner level.

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 NYSELAT combined modality sets analysis breakdown has not been released by SED. However after considering our high proficiency rate, coupled with an analysis of the four modality scores, we believe P.S.222's overall Annual Measurable Achievement Objectives would be reached. The high percentage of students who attained proficiency coupled with nineteen students who progressed from one level to the next, would contribute to the school's Adequate Yearly Progress (AYP). A quick checklist of ranking the students' individual modalities scores from lowest to highest revealed that 31 out of the 38 students who remained in the program and who took the NYSESLAT exam last spring, received their lowest score in Writing, 21 students had Reading as their second lowest score, 23 had Listening as their second best score while 28 students had their best scores in Speaking. The

implication of data will focus instruction on improving the students' writing skills followed by improving their reading comprehension.

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?

Upon close analysis of the third, fourth, and fifth grades state standardized test results, it was determined that on the ELA: seven out of the nine third graders received a Level 1, two out of the nine third graders received a Level 2. In fourth grade, four out of five received a Level 1 and one received a Level 2. In fifth grade, two out of the three received a Level 1 and one out of the three received a Level 2. In Math, four out of the nine third graders received a Level 1, four received a Level 2 and one fourth grader received a Level 3. In fourth grade, three out of the six ELL students received a Level 1, two received a Level 2 and one received a Level 1. In fifth grade, two out of the three students received a Level 1 and one received a Level 4. Out of the six fourth grade students who took the Science standardized test, five received a Level 2 and one received a Level 3.

In reference back to the students who took last year's standardized tests, five out of our nine third graders were SWDs, four were at a beginner proficiency and one SWD was at an Advance level, the Advance leveled student subsequently scored out on the NYSESLAT. The remaining four third graders; two were Advance, one an intermediate and one a newcomer. The newcomer's proficiency was at a beginner level. This newcomer subsequently scored at an advance level on the NYSESLAT while the intermediate subsequently scored out on the NYSESLAT. Fourth grade proficiency levels included five beginners, two intermediates and one advance. Two of our fifth graders were at the advance level, and one SWD was at a beginner level. The two advance students scored out on the NYSESLAT Spring administration.

We do not administer exams in the student's native language. However, we do provide side-by-side bilingual versions of the test in Math and Science if it would be beneficial for the student. We hire translators for the students whose native languages are not available. Bilingual glossaries are available and used by the students all year long. If the language is a low incidence language, then we guide the students in creating a side-by-side glossary (e.g. Vietnamese/Math). All students have bilingual dictionaries available to them in the classroom and are loaned bilingual dictionaries for them to use at home, if needed.

Each year our third, fourth and fifth grade ELL students take part in the Pearson Periodic Assessment. We review our students' results in the ELL Periodic Assessments' online reporting tool, Inform and adjust our instructional focus to align with the results. Mrs. Kearney can access these results about six weeks following submission of the assessments to Pearson. Upon close analysis of the items, instruction is adjusted. Since the Periodic Assessment covers the modalities of Listening, Writing and Reading, the assessment is a close reflection of the upcoming NYSESLAT exam, however since the Writing section does not include any composition pieces, we know we have to supplement our assessment in this area with additional instruction on the writing process.

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](#).)

We incorporate multi-tiered approach to target at-risk students and provide support services. The RTI process begins with high-quality instruction and universal screening of students such as the Rigby Assessment. These findings are shared with the classroom teacher. Struggling learners are provided with interventions in the classroom with increasing levels of intensity. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored by tracking results within a portfolio. Further decisions about the concentration and duration of these interventions are based on individual student response to instruction. If needed, additional support is provided through Academic Intervention Services for instance, pull-out or push-in with a small group, before school academic programs and extended day. Data indicated a need to improve writing skills. Through the writing process, sustained and extended writing pieces are developed, first modeled by the teacher and then expected from the students. Using the RtI as a guide, students are provided with a scaffolded instruction to facilitate success. Since our goal is to improve the students' writing skills, quality writing instruction is implemented. We incorporate a variety of writing tools in the classroom and are exposed to different genres, purposes and formats. The development of writing is modeled through each step of the process. This year our literacy curriculum maps include reading and writing. In addition, personal word wall references and self check rubrics are used by the students to encourage high quality independent writing.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The child's second language development is continually considered in instructional decisions. Drawing upon cultural differences while highlighting the commonalities among the students is a continual thread found throughout daily instruction. For example, the first unit of instruction each fall, reinforces the theme of 'cultural unity'. Grade appropriate materials are used to reinforce the belief that we are collectively citizens of the world. We have shared responsibilities and we each have something to offer to the other. The

concept of learning from each other and acknowledging the unique and individual experiences that each student brings to the classroom is a common theme built into instruction. We are aware of the struggles that a new arrival may encounter and have prepared a welcome kit that includes classroom labeling references and illustrated sheets with survival phrases, questions and commands. Included in the packet are also mini book activities with "The Pledge of Allegiance" and "The Star Spangled Banner" script on them. We are aware of the students different entry points. We plan instruction and prepare materials accordingly, we provide differential instruction. A new arrival who is proficient in his or her first language will receive a bilingual dictionary and access to a laptop that can be used in their classroom for direct translation. Glossaries are created for content area support; e.g.: Science, Math and Social Studies.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ESL program by monitoring, analysing and revising our instruction according to data. We ask ourselves - who are our incoming students? What needs do they have? How can we meet their needs? We look for patterns and for exceptions to those patterns. Last year our TESOL teacher went to a workshop on using the Title III AMAO Estimator Tool and we are hoping to utilize the tool this year once the RNMR report becomes available. Currently we are using the RLAT to access the ELL students performance. We look at the history of each student's proficiency levels, documenting the growth and addressing the lags. If we see that Listening or Writing is lacking, then we plan instruction to address that concern. The RLAT has scores back to the Spring 2011. For further data, we reference ARIS for the past performance of ELLs and FELLs.

## 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](#).)  
During registration, an informal oral interview is conducted with the parent/guardian and student by the license TESOL, Christine Kearney, or by a school administrator, Kathleen Snow or Tara E. Hanley. The interview is conducted in English or in the parents' native language, with the assistance of a translator or translation services. Both the parent and child is interviewed. The child is engaged in an informal and friendly conversation. The child's responses allow the TESOL and or administrators to determined how much English is spoken and how much English is understood. The interview with the parent includes the procedures of the registration process and an informal conversation. The informal interview is a procedure that is followed as protocol while identifying a potential English Language Learner. All of our parents complete a Home Language Survey (HLIS) at registration, in English or the parents' native language. This form is thoroughly explained during the interview process and is used to identify the children who speak a language other than English at home.  
Based on the HLIS form and the parent interview, students who speak a language other than English are identified and administered the LAB-R within ten days of admission. The LAB-R is administered by our licensed TESOL. The Spanish LAB is administered by our Spanish speaking I.E.P. teacher, with the assistance of the TESOL to students who are identified as ELLs. The students who score below the determined proficiency level are identified as English Language Learners and are scheduled to receive ESL instruction based on their proficiency level. Beginning and intermediate students receive 360 minutes of ESL instruction per week; advanced students receive 180 minutes of ESL instruction per week.
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 identified as English Language Learners, the parents receive a written notification in their home language. They are invited to an orientation which is held within the first ten days of enrollment. We make every effort to have translators attend the orientation to ensure that the parents understand all three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. As new admits are registered, orientations are conducted year round, as needed. The orientations are conducted by our TESOL teacher, Christine Kearney, with the assistance of our parent coordinator, Chris O'Neill. During the orientation, the three program choices are discussed with the parents and the orientation video is shown. We provide literature about program choices in their native languages. Parents complete a "Parent Survey and Program Selection" form at the conclusion of the orientation.

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

The timeline for conducting the orientation and for obtaining the parent choice selection form is within the first ten days of school or within the first ten days of the student registering for late enrollments.

Within the first twenty days, the ELPC screen is completed on ATS, indicating the student's eligibility for ESL services and the parent's program selection choice.

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 [\[see tool kit\]](#).)

During the orientation session, parents are given a Parent Survey and Program Selection Form in their native language when available. Our ESL teacher and our parent coordinator reach out to parents to ensure that the Parent Survey and Program Selection Forms are promptly returned. We employ translation and interpretation services for written and verbal communications, when needed. If this form is not returned, we follow up with additional requests. Ultimately, we inform the parents that the default program for ELLs is Bilingual Education, as per CR Part 154. The original Parent Survey and Program Selection Form is collected by the TESOL and then filed in the student's cumulative record. A xerox copy of the Parent Survey and Program Selection Form is filed with a xerox copy of the Home Language Survey that is kept with the TESOL's records.

Newly admitted potential ELLs are given the LAB-R test. Based on the results parents/guardians are sent home either an Entitlement letter or Non-Entitlement letter with a signed receipt requested. Previous ELLs who remain in the program are based on the Spring LAT exam are given a Continued Entitlement letter and those students who scored proficient on the LAT exam are given a Non-Entitlement/Transition letter. All letters are sent with a request for a signed receipt. These letters are sent home in their native language, when available. We ask that parents return an acknowledgement receipt, these receipts are collected by the TESOL and stored with her records. The ESL teacher or the parent coordinator will contact the parents who do not return the signed receipt. Individual copies of the students' Entitlement, Non-Entitlement, Non-Entitlement/Transition Letters and Continued Entitlements Letters are kept in the student's cumulative records and the TESOL keeps the returned signed receipts on file.

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.

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

5. 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.

ESL students are evaluated annually using the NYSESLAT examination, which is administered by the licensed TESOL, Christine Kearney and another licensed pedagogy. The assessment measures the progress of our English Language Learners as they strive for English language proficiency in speaking, listening, reading and writing. The test is administered in four sessions, one for each

modality. The first section, the Speaking section is administered to the students individually by a teacher other than the ESL teacher. The scores are recorded on the student's speaking score sheet and then later transferred to the Writing grid for submission. The following subtests: Listening, Reading and Writing sections are scheduled in the order that is recommended by the State. These subtests are administered to students in small groups. Students that are absent for one or more subtests are given the opportunity to take a make up missed sub-test at another time. Before testing begins, a schedule for the administration of the NYSESLAT is mapped out by the ESL teacher with the assistance of an administrator. It is made certain that there is ample time for the administration of make ups, all within the designated testing window. Testing protocols are followed to ensure the validity of the examinations.

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. [i](#) Historically, the vast majority of our parents have requested Freestanding ESL programs as their first choice for their children. This year we have one transfer student who attended a Dual Language program in Queens. Upon registration here at P.S. 222, we told the parent that we do not have a Dual Language Program but would put the child's name on a Bilingual Choice list. We informed the parent that if or when we have a sufficient number of students with the same language request we will open a bilingual class. This fall we had ten parents choose Freestanding ESL and the fore mentioned transfer student who came from a Dual Language program. In addition to our Freestanding English as a Second Language Program we offer Alternate Placement Paraprofessionals for native language support for special education students who have bilingual placement marked on their IEPs. Currently, 5 out of 18 SWDs have alternate placement paraprofessionals. We will continue to monitor Program Selection Forms to ensure we address the requests of our parents.

## 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])?
 

P.S. 222 has a Freestanding English as a Second Language Program in grades Kindergarten through Fifth Grade. Instruction is delivered through a push-in/pull out organizational model. Groups are formed heterogeneously with mixed proficiency levels in the same group. The TESOL collaborates with the first grade teacher on curriculum and instruction in the push in classroom. In addition, the TESOL attends grade level meetings so that she can align and support the instruction for our ELL students. At these grade meetings, the classroom teachers are given the opportunity to discuss their ELL concerns and the teachers are share their good teaching techniques with one another. The TESOL is there to offer her support and expertise. The school organizes and structures staff development sessions to provide time for collaboration and planning.
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)?
 

As per CR Part 154, all ELLs receive ESL services based on their NYSESLAT or LAB-R proficiency level. The ESL teacher and a school administrator have scheduled blocks of time in the ESL program schedule to ensure that all ELLs receive their mandates. All beginning and intermediate ELLs receive 360 minutes of ESL instruction; all advanced level ELLs receive 180 minutes of instruction. Native language support is provided through bilingual dictionaries, student generated bilingual glossaries, textbooks, workbooks, libraries, and bilingual websites to help accelerate learning.
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.
 

Content area instruction is provided in English while using ESL methodology and instructional strategies, including TPR, alternate text sets, vocabulary development, the To-With-By Approach. Scaffolding is provided while addressing and teaching within the Common Core Instructional Framework. Instruction is aligned to the New York State ESL Standards; students will listen, speak, read and write in English for information and understanding, for literary response, enjoyment and expression, for critical analysis and evaluation, for classroom and social interaction and will demonstrate cross-culturally knowledge and understanding. All taught and presented within and under the Learning Standards of the Common Core. Alongside content instruction, we instill the attributes of Academic and Social Behavior found within "The Habits of Mind". Teachers closely align instruction and adhere to all mandates directed by the NCLB requirements.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

The ESL teacher and testing coordinator work closely together to ensure that students are evaluated with the appropriate testing modifications. Whenever possible, we use bilingual teachers and paraprofessionals to translate content area school assessments. When available, we provide translated editions for the New York State Mathematics and New York State Science examinations. If a translated edition of the exam is not available, we will make every attempt to find a pedagogue to translate the exam for the student. In addition, when a Spanish speaking students is assessed with the LAB-R and the child shows entitlement for ESL services, he or she is then administered the Spanish LAB. This assessment will indicate to us if the child is literate in Spanish. The results would determine the child's proficiency level in their first language. Instructional supports can be put into place; bilingual dictionaries, glossaries text and workbooks when available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

We ensure that the ELLs are appropriately evaluated in all four modalities of English acquisition by taking part in the Pearson Periodic Assessments. This assessment evaluates the child's Listening, Reading and Writing skills. Additionally each child is individually tested annually with the Rigby ELL Assessment Kit, published in cooperation with TESOL, Inc. This evaluation provides authentic in-classroom authentic assessment in the domains of Listening, Speaking, Reading, and Writing. The results inform instruction and support our students' academic progress. All ELL students receive the same access to grade level, rigorous instruction, which is modified depending on need. The ELL students receive differentiated instruction by teaching for understanding. Through the use of essential questioning we foster higher order thinking and promote self-assessment and reflection. The TESOL, classroom teachers and cluster teachers differentiate instruction based on individual needs. Our staff evaluates data of ELL students, including running records, interim assessments, classroom assessments, observations and

articulation to plan for differentiated instruction. For example, every ELL student is placed in a guided reading group based on Fountas and Pinnell and DRA results. In mathematics, a small group instruction is provided based on need. Center activities provide additional differentiated support in reading, writing and mathematics. In all content areas, teachers create vocabulary cards and bilingual glossaries.

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).

6a. P.S. 222 developed an instructional plan for SIFES. In the event we determine that a new student has had interrupted education, and is two years below grade level, we plan accordingly for the student. Besides receiving their mandated services, he or she would be invited to our Title III program and our Extended Day program. The student would be assessed and provided with Academic Intervention Services that match their needs. The classroom teacher, cluster teachers and ESL teacher would provide differentiated support, depending on the student's needs.

6b. P.S. 222 has developed an instructional plan for newcomer ELLs: For newcomer ELLs and ELLs in the U.S. schools for less than three years, we provide ESL services based on CR 154 regulations. In addition, these students receive Academic Intervention Services as necessary, through a push-in or pull-out program. Newcomer ELL students are also invited to attend our ESL morning program, and extended day. The classroom teacher, cluster teachers, and ESL Teacher would provide differentiated support, depending on the students' need.

6c. P.S. 222 has developed an instructional plan for students who are ELLs for four-six years: Long term ELLS receive mandated ESL services and are invited to attend our ESL morning program. They are also provided Academic Intervention Services, as appropriate. The classroom teacher, cluster teachers and ESL Teacher would provide differentiated support, depending on the students' need.

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

6e. P.S.222 has developed an instructional plan for former ELLs (FELLs). The FELLs are given testing accommodations, receiving time/half and separate location on state examinations for the 1st and 2nd years after testing proficient. The FELL students are monitored closely during this transition period and are invited to our Title III morning program, if need be. The classroom teacher, cluster teachers and ESL teacher would provide differentiated support, depending on the students' need. P.S. 222 provides continued transitional support for students who have reached proficiency on the NYSESLAT. This support is provided by the classroom teachers through Tier 1 intervention. If needed, additional support is provided through Academic Intervention Services, before school academic programs, extended day, and related services. These former ELLS (F-ELLs) will continue to receive testing accommodations on assessments for up to two years after attaining proficiency on the NYSESLAT

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?

ELLs with disabilities are provided ESL services as per CR 154 regulations. Materials and methodologies are adapted to meet the specific needs of these students and to meet their IEP goals. For example, we will use tactile materials, Leap Frog, Big Books, and alternate text sets. In addition, we integrate technology through the use of V-Math Live, Earobics, Headsprout, Ticket to Read, and Pebble-Go. The teachers of ELLs with disabilities use the Spire Reading program and Foundations to promote literacy skills.

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. 222 uses curricular, instructional and scheduling flexibility to meet the diverse needs of our ELLs with disabilities. We provide instruction within the least restrictive environment. Our TESOL provides push-in support into classrooms when scheduling allows. In addition, we have both heterogeneous and homogenous grouping, depending on the needs of the students.

The ESL program schedule was created with care to ensure that ELLs with disabilities are able to receive their ESL mandates in addition to their IEP mandated therapies.

**Courses Taught in Languages Other than English [i](#)**

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:	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		

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

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

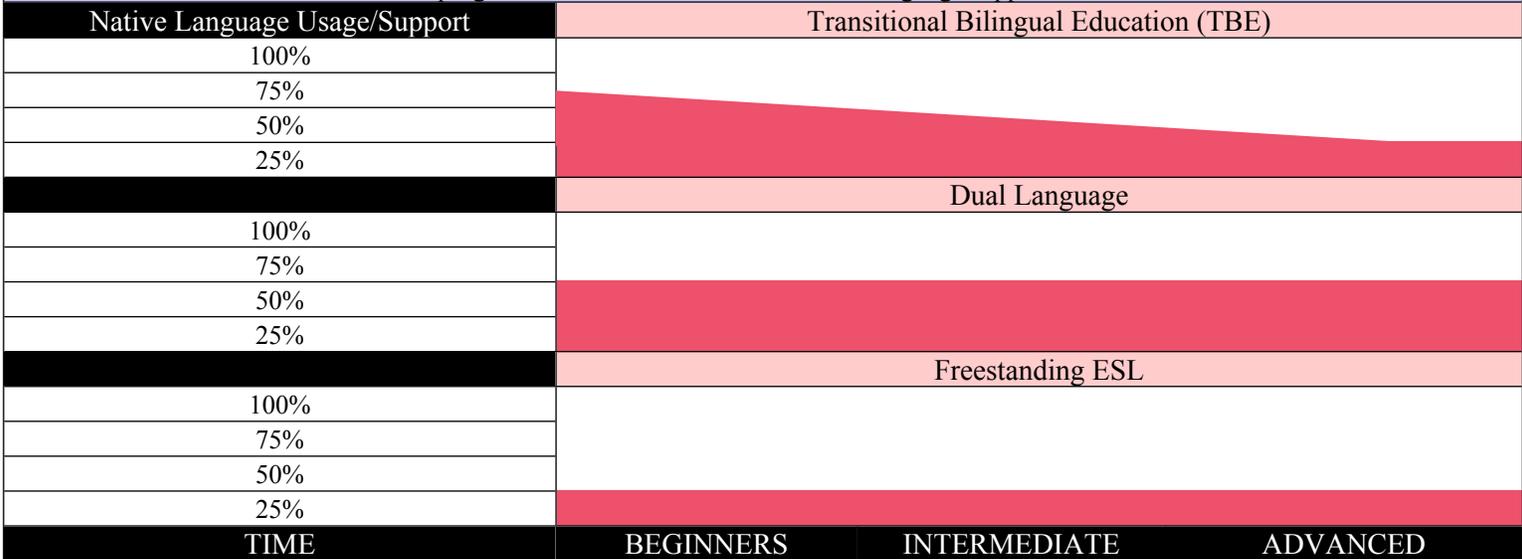
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**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.



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.

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We purchased the research based program, On Our Way to English. The curriculum is based around themes that attend to both content and language development. The program encompasses assessment, direct vocabulary instruction, phonetic awareness and instruction, oral language development and the building of reading and writing skills. Built into the curriculum, are multiple points of entry, differential instruction that support all of our students.

11. What new programs or improvements will be considered for the upcoming school year?

The school is very excited in our initiative to develop curriculum based on the Common Core Learning Standards. Collectively teachers are working across the grades on vertical teams to develop lessons that answer directly to challenges that the standards present. Our expectations are high as we dive into providing rigorous, yet supportive instruction. Tapping into the "Habits of Mind" and highlighting the "Academic and Personal Behaviors" of Persistence, Engagement, Work Habits and Organizational Skills, along with Communication, Collaboration Skills and Self Regulation, aid in student success; All students: mainstream, SWDs, ELLs and FELLs benefit from these initiatives.

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

The TESOL teacher used the Pearson/Longman's "Backpack" series for grades Kindergarten and 1<sup>st</sup> but has decided not to use it again this year. Directed towards primary learners, the story line is an (ABC) adventure story that introduces a cast of characters which builds on the story elements of creating a setting, developing a plot, while presenting a problem and a solution. Although it is entertaining for the children, there is no non-fiction component in the series.

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided through the use of glossaries, bilingual dictionaries, and technology programs. We distributed Apple ipads to the ELLs who are literate in their first language so that they can easily access translation services that will translate unknown words or phrases for them. The students use the ipads in their classroom and carry their ipad to the Science lab, library or ESL class. We purchased the Spanish Edition EnVision Mathematics textbook for our Spanish speaking students. In the classroom, students use on-line bilingual translators to assist with oral and written communication. In addition, we assign bilingual paraprofessionals to support ESL students in the classroom and during extended day.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All ESL students receive the required service supports in accordance with CR154 mandates. Students are grouped for ESL instruction, with other students who are in the same or contiguous grades. In addition, we have purchased high interest/low readability texts for those upper grade ESL students who are at a lower reading level.
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.  
All newly enrolled students receive a welcome letter from the principal prior to the beginning of the school year. It outlines the school routines, hours and schedules. In addition, we mail out a supply list so that families can purchase supplies when it is most convenient for them. During registration, if a parent requests translation services, these materials will be sent in the home language. DOE bilingual welcome booklets are distributed to the parents at time of registration.
18. What language electives are offered to ELLs?  
At this time, we do not offer language electives for any student at P.S. 222.
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)?

N/A

## 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.

1. Professional Development for our ELL teacher and for our entire staff is a priority. We include all teachers in the PD of ESL Strategies and Practices. Our ESL teacher has attended and will continue to attend a number of workshops throughout the year. It is her responsibility to turnkey the information that she receives to the general staff. Our ESL teacher has made a number of presentations at our monthly faculty conferences and has written contributions in the faculty notes. This fall she attended the first in a series of three workshops. This workshop was held on September 26, 2013, it was entitled "Reading and Writing Nonfiction for ELLS Institute: Scaffold for Success". Two follow up sessions are scheduled, one for December and a final session later in the new year. We make certain that all teachers benefit from the resources she receives and the information she has learned. We provide ESL professional development to all our teachers because we realize that any time a teacher could receive a newly admitted ELL. We also make certain to provide this support because there are Former English Languages in every class and they too can benefit from the strategies that are shared. Our ESL teacher presented a workshop this past November on Election Day. It was directed to our cluster teachers, it was entitled, "Supporting our ELLs/Native Language Support". Our ESL teacher is also a member of P.S. 222's Literacy Leadership Vertical Team. This team meets weekly and serves as a cohesive thread across the grades as they determine the overall direction that the school is taking, while addressing the particular challenges that each grade may be experiencing. She is given the opportunity to take part in the discussion and the sharing of best practices. She contributes her knowledge on the social and academic development of an English Language Learner and on scaffolding instruction for English Language Learners. The ESL Teacher, classroom teachers, and cluster teachers continue to receive school based professional development in the areas that have been identified as high priority. For example, they participate in professional development on differentiating instruction, questioning that promotes higher order thinking, and building word attack skills. This year, there is an emphasis on aligning all instruction to the Common Core Learning Standards, while incorporating the "Habits of Mind" and "Academic and Personal Behaviors" into our daily instruction.

In addition, this year, we have an ESL Inquiry Team. Teachers of ELLs in Grades 3-5 will meet monthly with the school administration and the ESL teacher. Together we will analyze the progress of our ELLs, identify trends and academic needs. The team will conduct research on best practices for supporting our ELLs. Our ESL teacher is joining grade meetings each week during our staff development period. She is rotating through the grades each week to assure collaboration across school-wide.

2. Our TESOL is taking part in a three day institute delivered by renowned staff developer, Stephanie Harvey, entitled, "Comprehension at the Core: Scaffolding Instruction for English Language Learners". This series provides direct support on how to merge content and comprehensive strategies so that all ELL learners engage in the Common Core Standards while pursuing in the acquisition of knowledge.

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

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

## 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?

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

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

2. P.S. 222 is fortunate to have two Community Based Organizations housed in our building. The programs are held Monday through Friday during after school hours. Richard Smuckler runs the New Adventures Program and Shane O'Neill heads the Bergen Beach Youth/Millennium Program. They each offer academic support, offering homework help, providing arts and crafts activities, and running social events for the students. Many of our ELL students participate in these programs.

During parent orientation, our ESL Teacher informs the ELL parents of these after school programs. Resources are also offered for adult ESL classes. The ESL teacher provides the ELL parents with the calendar and schedule of local library branches that offer ESL for adults.

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

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

## **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.

P.S. 222's leadership and teachers have a clear vision for their ELL students; ultimately high expectations that are supported by a purposeful plan. We expect high level performances from our ELLs that align to grade level standards. We instill in our students a responsibility and desire to be role-model citizens of our school, of our community, of our city and of the greater world. Our school has developed and practiced a "Kindness and Respect" policy that underlies the temperament and flow of every school day. Compliments are noted on a "golden slip" and announced weekly by our administrators. Compliments can come from classroom teachers, from the school faculty, from the administrators themselves, but most importantly from student to student. Over the past three years, a genuine and meaningful policy has fell into place. The students look forward to hearing their names and their classmates' names announced over the public announcement system. Often it is a name of a classmate who has helped or guided a new arrival into our building. We are proud of our school community and of the support provided to our ELLs.

**School Name: P.S. 222**

**School DBN: 22K22**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Theresa Olivieri	Principal		12/6/13
Kathleen Snow	Assistant Principal		12/6/13
Christina O'Neill	Parent Coordinator		12/6/13
Christine Kearney	ESL Teacher		12/6/13
Bernette O'Connor	Parent		12/6/13
John Salvio/SETSS	Teacher/Subject Area		12/6/13
Vincent DiPalermo/SETSS	Teacher/Subject Area		12/6/13
Jennifer Crowley	Coach		12/6/13
Kim McCorkell	Coach		12/6/13
Michelle Monahan	Guidance Counselor		12/6/13
	Network Leader		
Tara E. Hanley	Other <u>Assistant Principal</u>		12/6/13
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 22K222 School Name: P.S. 222

Cluster: 6 Network: CFN 605

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

### **Part A: Needs Assessment Findings**

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

Initially upon meeting the parent at registration, by means of an informal interview we determine if the parent requires a translator. On staff at P.S. 222, we have a number of bilingual personal who we call upon if the parent needs assistance through the registration process. These are the same bilingual speakers who attend the Parent Orientation meetings held for newly admitted ELLs. In-house, we have six Spanish speakers, two Russian speakers, three Haitian Creole speakers, two French speakers, an Urdu speaker and a Hebrew speaker. A copy of this list is kept in the main office, at the security desk, in the nurse's office, in the ESL room and in the Assistant Principals' office. During registration, the parent completes the bilingual version of Home Language Survey in their native language if it is available. If by chance their native language is a low incidence language, the parent will fill out an English form and indicate their home language where indicated. On the second page of the HLIS form, the parent answers the very two last questions; "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?" The HLIS forms are carefully reviewed to record all requests for translation services or bilingual materials. The names of the parents who request translation is added to a list from the previous year. This master list is kept in the main office. By maintaining this list and adhering to the Chancellor's Regulations for providing translation and interpretation services to our parents, we are assured that our parents are provided with appropriate and timely information in a language they can understand.

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.

. Currently we have twenty-eight students whose parents requested Spanish translated written material, twenty-two parents who requested Chinese, eleven parents who requested Urdu, nine parents who requested Russian, four parents who requested Arabic, three parents who requested Bengali and two parents who requested each of the languages; Haitian Creole, French, Punjabi, and Vietnamese. The classroom teachers are informed of the students whose parents requested such translations. Ms. Grilli, our student aid supervisor, keeps a copy of this list in the aids' room and refers to the list when distributing a mass mailing to the school body. Oral interpretation needs are determined in the same manner. A list is generated and distributed to the teachers. The list is reviewed, revised and updated each year as necessary. This option of receiving translated material and or oral interpretation is also brought up at the ELL parent orientation and the results are complied with the list from the HLIS forms.

## **Part B: Strategies and Activities**

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

The school uses the translated written material that is provided on the DOE website. Our parent orientations are attended by our bilingual staff. Any translated material that is provided by the DOE is distributed to the parents. All parent notification letters are sent out in bilingual form, whether they are eligibility notices or non-eligibility notices based on the Fall administration of the LABR or transitional notices and continued entitlement notices based on the previous Spring LAT exam. This fall, eighty-eight bilingual notices were sent out in all. Each translated version had an English letter attached along with a slip requesting the parent's signature, filed to confirm receipt. Our Title III program invitations are sent out in bilingual versions, along with any other translated material that we draw from the website. School-wide, bilingual report cards are sent to the parents that make this request and teacher remarks are translated upon request. Copy to be translated will be sent to the DOE Translation Unit, keeping in mind the turn-around time it takes for the translated copy to be returned. Teachers also use the free translation websites found online if they need a quick note to go home. If it is in one of the languages that our bilingual staff is versed in, then they check the note for accuracy. At graduation, we provide bilingual programs for the non-English speaking parents.

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.

Oral interpretation services are provided in-house by our bilingual staff. As noted, we have six Spanish speakers, two Russian speakers, three Haitian Creole speakers, two French speakers, an Urdu speaker and a Hebrew speaker that are available on a daily basis. If a need arises for another language we call the DOE's Translation and Interpretation Unit. Often, if available, one parent will help another parent with translation courtesies. When we have school functions outside of normal school hours and we expect non-English parents to attend we pay our bilingual staff per session to attend and if necessary they will use transmitters and receivers to provide translation services. During parent teacher conferences we have our bilingual staff available for assistance. If we do not have the personnel to assist with a low incidence language, the teachers call the DOE Translation and Interpretation Unit. At graduation, we hire interpreters from an outside vendor to translate the graduation ceremony for the non-English speaking parents. Again, we employ the use of transmitter microphones and listening units that are discreet and comfortable to wear.

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>.

The school fully complies with Section VII of the Chancellor's Regulations A-663 regarding parental notification in regards to translation and interpretation services. We utilize and promote the services that are provided by "The Translation and Interpretation Unit" within the Office of Family Engagement and Advocacy. Immediately upon registration, the parent's preferred language is determined and noted. This information is shared with the classroom teachers and the school will comply with the wishes of the parent in regard to written and oral translation services. As illustrated in the above description, we deliver translation and interpretation services throughout the child's educational experience here at P.S. 222. Beginning at registration, through the student's graduation, it is our intent to support our non-speaking English parents in every effort so that they may partake in a shared parent-school experience. Non-speaking English parents are invited to our school events as well as to city-wide events held by the City's Parent Outreach programs. Translated notifications are sent home with the students and special notices are included in our school's newsletter. It is our intent to provide a meaningful opportunity for each parent to participate in and have full access to all programs and services critical to their child's education. The list of parents who prefer a language other than English to be their language of communication is kept on file in the main office and is updated as necessary.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 222	DBN: 22K222
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 222's Title III program will offer supplemental services to a designated group of English Language Learners that will provide instruction beyond their mandated requirements. We have chosen to provide a morning program because studies have proven that these programs have a direct impact on student achievement. The rationale for our program is supported by research that has shown students who participate in before-school programs have improved academically, increased their positive attitudes and behaviors that provide a direct link to success in school. This is especially true for struggling ELLs (McLaughlin, 2012; Miller, 2003, Hall, et. al, 2004). Upon reviewing the results from last year's NYSESLAT scores, a focus will be placed on reading and writing with the intention of increasing the students' English language proficiency and academic achievement while addressing their listening and speaking skills as well.

The Tuesday, Wednesday, Thursday and Friday morning program will be held from 7:10 to 8:10 and will provide direct instruction to a targeted group of twelve 3rd to 5th grade students. The morning program will meet from November to June for 136 sessions. This small Title III class size will offer students the opportunity for individualized instruction in a supportive and enriching environment. As stated above, these students were identified by their NYSESLAT and with additional data determined by their NYS ELA scores and the Extension of Services report. The students range in proficiency levels and include long term ELLs and SIFE students. Data from Pearson's Periodic exams will be reviewed throughout the year to target the needs of this focus group.

Our Title III program is scheduled to begin in November and run through early May, (40 sessions) and end with the onset of the NYSESLAT Spring 2013 administration period. The program will include NYSESLAT preparation instruction as well as test preparation for the New York State ELA Assessment.

The Title III program will be instructed by Mrs. Kearney, a New York State fully accredited certified and licensed TESOL teacher. English will be the language of instruction.

Our target group, the 3rd, 4th and 5th grade students, will benefit from small group instruction. Instruction will focus on four modalities, Speaking, Listening, Reading and Writing. Our entire upper grade ELL students are invited to attend the program, however since 8 out of 20 upper grade are of special needs, busing issues prevent them participating in the program.

Aligning our instruction to the Common Core Standards, we have chosen a series from Triumph Learning, titled the Common Core Clinics. Under their Options division, students will utilize the books to focus on fictional and non-fictional literature while improving their language and writing skills. This series emphasizes higher-order thinking through the use of graphic organizers, guided and independent

## Part B: Direct Instruction Supplemental Program Information

reading practice.

In addition to the Common Core Clinics, we will use Triumph's Buckle Down to the Common Core State Standards grade leveled materials. This series is designed for the students to refine the skills they need to become progressively more proficient in understanding and using the English language. To prepare for the NYSESLAT exam the program will utilize Getting Ready for NYSESLAT books and audio CDs. In addition to, but not limited to these materials, the goal of the direct instruction supplement program is to increase academic , develop academic language, and improve English language skills for our third through fifth grade English Language Learners. The program will supplement quality classroom instruction with technology support that is offered through Rosetta Stone's software for beginner and newcomer ELLs and SIFE students. Research has shown that incorporating technology in our instruction will help prepare our students with the know-how and skills that they need to succeed in today's society.

At the completion of the program, Mrs. Kearney and our administrators will look at the data generated from the students who attended the program and evaluate its success. Our conclusions will form the frame work of next year's program.

## Part C: Professional Development

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

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

Begin description here: The rationale of our professional development program plan is to provide ongoing high-quality rigorous opportunities in which skills and strategies can be developed to enhance Title III instruction as well as improve overall school wide performance. Mrs. Kearney, our TESOL certified teacher is scheduled to present at the January (1-7-13) faculty conference. This presentation will set the stage for two follow-ups sessions in which Mrs. Kearney will work with groups of teachers that have ELLs in their classrooms (Wednesday PDs: (1-23-13 and 3-6-13.) Strategies and best practices will be exchanged as the teachers brainstorm and share their instructional goals. A reflection and planning session will be held during Brooklyn/Queens Day with the intention of paving our direction for the following year. Mrs. Kearney will be attending professional development OTELE workshops that include; Instructional Strategies for English Learners with Special Needs (2-1-13); Literacy, Vocabulary and Writing (4-5-13) and Co-Teaching and Collaboration: How to Have a Successful Push-In ESL Model (5-13-13). The developed skills and the instructional resources acquired at these workshops will be turn-keyed throughout the year, namely at the above grade conferences, faculty conferences and on staff development days. In addition, our ESL teacher will meet with the classroom teachers of the targeted ELLs on a weekly rotational basis to collaborate and share ideas on best practices and student achievement. The aforementioned professional development opportunities will be conducted in English and will be supplemental to the school's general Professional Development Plan. The on-going professional development will be presented as a cohesive unit study based on the needs of our ELL students. On January 7th, our faculty conference will focus on the best practices observed that promote

### Part C: Professional Development

the academic development of this subgroup. This will be followed by an interactive workshop on January 23rd. We will continue our in-depth study on March 6th. Then, on June 6th will have allotted ample time to reflect, discuss and plan for our present and future ELL's. Mrs. Kearney, ELL Specialist, will present the workshops with aid from Ms. Hanley, Interim Acting Assistant Principal.

### Part D: Parental Engagement Activities

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

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

Begin description here: When parents are involved then the learning experience for the child is enhanced; therefore it is incumbent upon the school community to inform and educate families, especially our ELL families. Don Bagin, Donald R. Gallagher and Edward H. Moore (2008) agreed "A good school-community relations program should encompass the concept of a partnership between the school and the parent" (p.125). Therefore, we offer opportunities to partner with these families. Bilingual personnel are available to assist the parents during the enrollment process and for all parent-school meetings. Also, we encourage parents to utilize outside resources and provide them with a listing of neighborhood-based ESL instructional adult programs. Moreover, our Parents' Association president makes a continual effort to include our ELL parents in the various school events that are held. Also, she attends the orientation meetings so that she may introduce herself to the parents. The PA co-presidents, along with our parent coordinator, and ESL teacher facilitate building relationships by using the 'buddy system'. They 'buddy' parents up so that the non-English speaking parent feels comfortable joining in and becoming actively involved in the school community. In addition, we will host on-going parent workshops to help facilitate relationships. Topics will range; we will target social interactions, daily communication skills, and how to help their child with homework. Parents are notified of these activities through a translated flyer or letter. All information that is distributed to the parent of ELLs is translated into Arabic, Chinese, Russian, Spanish and Urdu and translation services are provided at all of our school events. Parent workshops are scheduled for three Mondays; January 14th, February 11th and March 11th. A survey will be sent out to the parents to determine an optimal time for all participants. Using the results, we will set the time to accommodate the parents' needs. We will supply the parents with a take-home bag that will include materials to support their efforts in assisting in their child's educational and social development. Translation services permit families to feel welcome and acknowledge their role as an integral part of our school community. Finally, our ESL room has a plethora of resources available to our ELL parents. For example, we have bilingual dictionaries, bilingual books, and grade leveled bilingual parent guide books. We are thrilled to offer on-going parent workshops throughout the school year. We will survey the parent community to gauge the most convenient time for most the ELL parents. The workshops will be held on January 14th, February 11th, and March 11th. Mrs. Kearney, ELL Specialist, and Ms. Hanley, Interim Acting Assistant Principal, will present at the workshops. Notably, the parents will receive a "Mrs. Kearney bag"; this bag will include books,

**Part D: Parental Engagement Activities**

resources and relevant handouts. Each month the parents will bring the bag and we will add more materials.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$6,825.84	1 ESL teacher with 1 group. The program is from Monday through Thursday, 4 days a week from 7:10 to 8:10 from November to June for 136 sessions. 1tr x 1hr x 136 sessions x \$50.19
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$3870.06	On Our Way To English \$3,365.95 Take-home Kits 1k x 20 x 25.21= 504.10
Educational Software (Object Code 199)	\$504.11	Rosetta Stone (5 licenses)
Travel		
Other		
<b>TOTAL</b>	<b>11,200.00</b>	