



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FF CHRISTOPHER A. SANTORA SCHOOL

DBN (i.e. 01M001): 30Q222

Principal: YVONNE MARRERO

Principal Email: YMARRERO2SCHOOLS.NYC.GOV

Superintendent: DR. PHILIP A. COMPOSTO

Network Leader: QADIR DIXON

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
Yvonne Marrero	*Principal or Designee	
Kathleen Sullivan	*UFT Chapter Leader or Designee	
Claudia Corona	*PA/PTA President or Designated Co-President	
Laura Martinez	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	
Patricia Santora	Member/ Staff	
Renee Spence	Member/ Staff	
Jennifer Santora	Member/ Parent	
Inci Bayram	Member/ Parent	
Peter Kelly	Member/ Parent	
Jose Arrocho	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 85% of 1st and 2nd grade students who scored in levels 1 and 2 (41 students) on the running records subtest of the TC Assessment administered in June 2013 will have made 1 ½ years progress in reading (or improve by 6+ reading levels in one year from the baseline) as evidenced by performance on the running records

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.

By June 2014, 85% of 1st and 2nd grade students who scored in levels 1 and 2 (41 students) on the running records subtest of the TC Assessment administered in June 2013 will have made 1 ½ years progress in reading (or improve by 6+ reading levels in one year from the baseline) as evidenced by performance on the running records

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. Have the Literacy Coach facilitate the effective implementation of the reading, writing, and speaking standards
2. Coordinate provision of additional support for students in reading by scheduling cluster teachers to push-in during the literacy block through guided reading lessons
3. Build in time for guided reading and literacy centers during the literacy block
4. Provide professional development on the ReadyGen curriculum
5. Provide professional development focused on accountable talk embedding the CCLS speaking and language standards
6. Implement different strategies to support struggling readers and ELL population, i.e. Extended Day, Guided Reading, research based programs, Before School RTI)
7. Provide professional development for non-ESL teachers to support ELL students
8. Incorporate explicit phonics instruction during the literacy block, Extended Day, and RTI
9. Use report generated by i-Station to monitor student progress and revise teaching strategies accordingly

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

1. Literacy Coach, copy of CCLS, prep schedule
2. Cluster teachers, prep schedule
3. Teachers' schedules
4. Substitute teachers, per diem
5. Prep schedule, copy of CCLS
6. Classroom and cluster teachers, AIS teachers, per session
7. Prep schedule
8. Teachers' schedules, extended day schedule, per session
9. IEP Teacher, teachers working the Before School RTI Program, prep schedule, per session

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

1. Teacher Reflection/Evaluation of PD, formal/informal observations
2. Running records
3. Running records
4. Curriculum maps/pacing calendars created in google docs
5. Formal/informal observations
6. Running records, i-Station reports
7. Teacher Reflection/Evaluation on PD
8. Formal/informal observations, student work

9. **I-Station reports, planning**
- D. Timeline for implementation and completion including start and end dates**
- By October 2013, teachers will have running records data for their students to establish a baseline; data will be compared to EOY (end-of-year data from 2012-2013) to determine if the achievement gap has widened for individual students and to establish guided reading groups
 - By November 2013, establish a Before-School RTI Program to service the needs of students scoring at levels 1 and 2 on the running records
 - Literacy Coach and IEP/SETSS teacher will provide support as needed to address the teaching practices aligned with the CCLS throughout the year
 - By January 2014, students scoring at levels 1 and 2 will have moved 2-3 levels from the baseline based on the running records
 - By May 2014, students scoring at levels 1 and 2 will have moved an additional 2-3 levels from the baseline based on the running records
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Fiscal resources include purchase of i-Station license in order to provide our students with individualized instruction in critical reading domains (phonemic awareness, phonics, vocabulary, comprehension and fluency)
 - Posting advertising RTI Teacher position has been disseminated and monies have been allocated for implementation of RTI
 - Our SEM Program revolves around multicultural literature, listening to a read aloud, answering questions followed by a response to literature; this formal reinforces reading strategies, higher order thinking and comprehension.
 - Service providers collaborate with classroom teachers on the literacy needs of target population, utilizing activities to support these weaknesses during their sessions with students.
 - Share progress monitoring reports with the parents generated by i-Station

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).
- Provide a general overview of the ReadyGen Literacy Program during "Meet the Teacher", the annual curriculum conference at the beginning of the academic school year.
 - Implement teacher led literacy workshops to build home-school connections and build understanding of grade specific content and developmentally appropriate strategies to support student learning.
 - Hold RTI workshops for parents introducing them to the program
 - Encourage more parents to become trained volunteers through Learning Leaders Programs
 - Collaborate with Parent Coordinator to increase parent awareness and accessibility of ongoing tools and resources to support student learning in literacy.
 - Provide TCRWP Assessment written progress reports that are generated periodically to keep parents informed of their children's progress
 - Facilitate the collaboration of grade teams to develop a monthly parent newsletter designed to provide information on the related content and strategies to support student learning.
 - Provide Teacher...Parent Communicator Folder for regular written communication between parents and teachers
 - Arrange meetings at flexible times (morning, evening) to discuss our balanced literacy program which is ReadyGen, expectations for homework, and ways in which parents can support their children at home
 - Provide child care for those parents who cannot attend a regular meeting

Budget and Resource Alignment

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

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

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 classroom teachers in grades K-2 will have successfully implemented all the units of study and assessments of the Go Math Program, including diagnostic, formative, and summative assessments, RTI activities (re-teaching and intervention activities specific to the Go Math curriculum), and Language Support, resulting in 85% of students (inclusive of ELLs and SWDs) meeting benchmark levels on the EOY (End-of-Year) Program Assessments and Performance Tasks.

Comprehensive Needs Assessment

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

The data that has informed the identification of this goal and the development of the action plan includes the ECAM (Early Childhood Assessment in Mathematics) data, student performance on the 2012-2013 Math performance tasks and end-of-unit assessments and the 2013-2014 Citywide Instructional Expectations. This goal deepens the work of previous years' goals as it is informed by the performance assessment math portfolios which we instituted in 2011-2012 in establishing a comprehensive assessment system in the area of mathematics, as well as by the ECAM Assessment which we instituted in 2010-2011 which enabled us to develop differentiated class math goals, lessons, and activities for increased student achievement.

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. Develop monthly Go Math mathematics pacing guides in order to facilitate instructional coherence and ensure the administration of formal and informal assessments in a timely manner.**
- 2. Provide all classroom teachers with comprehensive professional development on the Go Math program in order to build proficiency with all components and the balanced assessment system.**
- 3. Provide all classroom teachers with professional development on specific math concepts and related standards to build content knowledge in the discipline.**
- 4. Provide all classroom teachers with Professional development on strategies for differentiation, including language scaffolds, visuals supports, and comprehension strategies for problem solving.**
- 5. Provide all classroom teachers with grade team and individual support through coaching, new teacher workshops, and monthly math grade team meetings.**
- 6. Structure grade level collaborations during Inquiry meetings to analyze and evaluate student work, in order to provide students with actionable feedback and inform instructional practices.**
- 7. Develop rubrics and checklists in order to engage students in the process of fair and credible assessments.**
- 8. Conduct regular informal observations focused on student engagement during the math workshop in order to provide all teachers with specific, timely, and actionable feedback on instructional practices.**
- 9. Conduct periodic reviews of portfolio work to build accountability in the effective implementation and maintenance of the balanced assessment system.**
- 10. Increase teacher capacity by engaging teacher leaders in the Math Leadership Team**

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

- 1. Curriculum maps/pacing calendars created in google docs**
- 2. Teacher Reflection/Evaluation of PD, formal/informal observations**
- 3. Teacher Reflection/Evaluation of PD, formal/informal observations**
- 4. Teacher Reflection/Evaluation of PD, formal/informal observations**
- 5. Formal/informal observations**
- 6. Student work**
- 7. Student work**
- 8. Formal/informal observations, student work**
- 9. Student work**
- 10. Prep schedule**

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

- 1. By September 30, 2013, all grade 1 and 2 teachers will have completed the Go Math Prerequisite Skills Assessment in order to support instructional**

differentiation and flexible grouping.

2. By February of 2014, all grade 1 and 2 classroom teachers will have administered and scored the Go Math Mid-Year Assessment to inform individual teachers and grade team of student strengths and areas in need of improvement.
3. By June 2014, all K-2 classroom teachers will have administered the Go Math End-of-Chapter Assessments and related NYC Enhancement Performance Tasks.
4. By June 2014, all grade 1 and 2 teachers will have administered the End-of-Year Go Math Assessment.

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

1. Fiscal resources include the purchase of the Go Math Program in order to support implementation of CCLS-aligned curriculum including NYC Enhancements
2. Posting advertising Math Curriculum Planning Teacher position has been disseminated and monies have been allocated for implementation of said activity
3. Our SEM Program revolves around multicultural literature, listening to a read aloud, answering questions followed by a response to literature; this format reinforces higher order thinking and comprehension.
4. Service providers collaborate with classroom teachers on the math needs of target population, utilizing activities to support these weaknesses during their sessions with students

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

1. Provide a general overview of the Go Math Program and balanced assessment system during “Meet the Teacher”, the annual curriculum conference at the beginning of the academic school year.
2. Implement teacher led math workshops to build home-school connections and build understanding of grade specific content and developmentally appropriate strategies to support student learning.
3. Encourage more parents to become trained volunteers through Learning Leaders Programs
4. Collaborate with Parent Coordinator to increase parent awareness and accessibility of ongoing tools and resources to support student learning in mathematics.
5. Provide written progress reports on the Performance Tasks to keep parents informed of their children’s progress
6. Facilitate the collaboration of grade teams to develop a monthly parent newsletter designed to provide information on the related content and strategies to support student learning.
7. Provide Teacher...Parent Communicator Folder for regular written communication between parents and teachers
8. Arrange meetings at flexible times (morning, evening) to discuss our math program which is Go Math, expectations for homework, and ways in which parents can support their children at home
9. Provide child care for those parents who cannot attend a regular meeting

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).

- Provide a general overview of the Go Math Program and balanced assessment system during “Meet the Teacher”, the annual curriculum conference at the beginning of the academic school year.
- Implement teacher led math workshops to build home-school connections and build understanding of grade specific content and developmentally appropriate strategies to support student learning.
- Encourage more parents to become trained volunteers through Learning Leaders Programs
- Collaborate with Parent Coordinator to increase parent awareness and accessibility of ongoing tools and resources to support student learning in mathematics.
- Provide written progress reports on the Performance Tasks to keep parents informed of their children’s progress
- Facilitate the collaboration of grade teams to develop a monthly parent newsletter designed to provide information on the related content and strategies to support student learning.
- Provide Teacher...Parent Communicator Folder for regular written communication between parents and teachers
- Arrange meetings at flexible times (morning, evening) to discuss our math program which is Go Math, expectations for homework, and ways in which parents can support their children at home

- Provide child care for those parents who cannot attend a regular meeting

Budget and Resource Alignment

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

X	Tax Levy	X	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 teachers will have incorporated multiple entry points in their lessons to represent information and enhance student engagement, resulting in 85% of students meeting benchmark levels in subject-specific performance tasks

Comprehensive Needs Assessment

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

The data that has informed the identification of this goal and the development of the action plan includes the 2012-2013 Quality Review where it was indicated that, "the school focuses on supporting high needs of students such as ELLs [through highly qualified teachers, After School Programs and instructional materials]; however, lessons do not always challenge all students, particularly high performers to their full potential, in that assignments do not include opportunities for them to demonstrate higher order thinking skills or extend their learning, thus limiting ever greater levels of achievement."

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. Students will be able to listen to books on tape, use charts/graphs/posters, pocket charts and manipulatives to increase motivation and engagement**
- 2. Teachers will be able to integrate the SMART Board in their lessons to enhance learning, incorporate manipulatives in order to reach all learners, color code centers, incorporate Brain Pop video clips into lessons, incorporate TPR (Total Physical Response) strategies, ensure students have choice for final tasks, and develop resources for students, i.e. cognates**
- 3. Provide professional development on multiple intelligences**
- 4. Increase capacity by engaging teacher teams in curriculum planning, data analysis, and shared decision making with a focus on multiple entry points**
- 5. Develop classroom resource checklist for teachers to refer to when planning**
- 6. Conduct regular informal observations focused on multiple entry points to increase student engagement in across all content and specialty areas and provide teachers with specific and timely feedback on instructional practices**
- 7. Purchase license for Brain Pop Jr., Brain Pop ESL and Brain Pop Español**

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

- 1. Classroom and cluster teachers**
- 2. Classroom and cluster teachers, Title I Software money**
- 3. Coaches, prep schedule, per diem**
- 4. Prep schedule, google docs**
- 5. Prep schedule**
- 6. Principal, AP**
- 7. Principal**

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

- 1. Running records, student work**
- 2. Student work, small group work, student reference tools maintained in folders**
- 3. Prep schedule, per diem**
- 4. Quality of teaching through formal/informal observations**

5. Student work
6. Formal/informal observations
7. Use of technology through formal/informal observations
D. Timeline for implementation and completion including start and end dates
1. By October 2013, ensure all technological equipment, i.e. SMART Boards and computers, are fully operational, and identify teachers who have been using the SMART Board and capitalizing on the technological components of ReadyGen and Go Math programs for the purposes of setting intervisitations amongst colleagues within the next month or so
2. By November 2013, collaboratively define what is meant by multiple entry points within the framework of the lessons we plan and teach
3. Utilize the Thursday inquiry period to focus on planning and preparation focused on multiple entry points
4. By December 2013, teacher teams will begin to look at student work to determine if and how we are challenging all students and including opportunities for them to demonstrate higher order thinking skills and extend their learning with the goal of revising future lessons, activities and tasks. This work will be ongoing throughout the year.
5. By February 2014, teacher partners are viewing each other's lessons with a focus on multiple entry points and providing feedback based on the Danielson <i>Framework for Teaching</i>
6. By May 2014, teachers document their findings in a Power Point presentation to be shared with the Faculty on Brooklyn-Queens Day on June 6 th
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Fiscal resources include purchase of i-Station license in order to provide our students with..
2. Posting advertising RTI Teacher position has been disseminated and monies have been allocated for implementation of RTI
3. Our SEM Program revolves around multicultural literature, listening to a read aloud, answering questions followed by a response to literature; this formal reinforces reading strategies, higher order thinking and comprehension.
4. Service providers collaborate with classroom teachers on the literacy needs of target population, utilizing activities to support these weaknesses during their sessions with students.

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).	
<ul style="list-style-type: none"> • Holding an annual Curriculum Conference "Meet the Teacher" • Implement teacher led literacy and math workshops to build home-school connections and build understanding of grade specific content and developmentally appropriate strategies to support student learning. • Encourage more parents to become trained volunteers through Learning Leaders Programs • Collaborate with Parent Coordinator to increase parent awareness and accessibility of ongoing tools and resources to support student learning in literacy • Provide reports that are generated periodically to keep parents informed of their children's progress • Facilitate the collaboration of grade teams to develop a monthly parent newsletter designed to provide information on the related content and strategies to support student learning • Provide Teacher...Parent Communicator Folder for regular written communication between parents and teachers • Arrange meetings at flexible times (morning, evening) to discuss our balanced literacy program which is ReadyGen, our math program which is Go Math, expectations for homework, and ways in which parents can support their children at home • Provide child care for those parents who cannot attend a regular meeting 	

Budget and Resource Alignment

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	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.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading F&P Leveled Literacy Program Supporting ELLs to become proficient in English	Small group Small group Small group	During the school day
Mathematics	Targeted math lessons based on performance on Discovery Math	Small group and one-to-one	During the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling for mandated and at-risk students	Small group and one-to-one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Presently, all of our teachers are highly qualified. Our strategies and activities for recruitment, retention, assignments and support include the following:

- **Attend job fairs**
- **Utilize DOE Open Market system**
- **Partner with Columbia University and New York University in order to advertise positions on their listserv in recruiting the best possible candidates**
- **School Hiring Committee filters pool of candidates, schedules and conducts interviews**
- **Demo lessons as part of the interview process**
- **Teachers encouraged to pursue dual certification (Common Branch and TESOL)**
- **Dual certified teachers assigned to teach ESL self-contained classes**
- **Bilingual certified teachers assigned to teach in the Dual Language Program**
- **Early Childhood certified teachers assigned to teach in the Pre-K Program**
- **Cluster teachers certified in area of specialization (PE, Music, Theatre)**

Teachers supported through ongoing PD provided in-house or outside the school in literacy (TC), math, by the network, DOE offices, etc.

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).

Strategies and activities for high quality professional development for teachers, principal, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS) include the following:

Job-Embedded Models

- **Peer Coaching, Mentoring**
- **Action Research**
- **Collaboration Around Student Work**
- **Reflective Practice**
- **Personal Learning Plan**

Outside Knowledge Models

- **Subject Matter Projects**
- **Network Conferences**
- **ReadyGen and Go Math trainingStudy Groups**

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.).

The coordination and integration of Federal, State and local funds are used to meet the intent and purpose programs whose funds are considered as follows.

- **Literacy Coach is being funded by Title I and FSF**
- **ESL teachers are being funded by FSF**
- **SETSS teacher is being funded by FSF**
- **Intervention teacher is being funded by Title I**
- **Books, materials, and supplies and PD sessions are being funded by FSF and Title I**

- iStation Reading Program is being funded by Title I
- RTi Program per session is being funded by Title I
- ELL After School Program is being funded by Title III
- Per session for teachers is being funded by FSF
- Schoolwide Enrichment (SEM) After School Program is being funded by Title I
- Per session for after school teachers are funded by Title III, Title I and FSF
- Books, materials, and supplies are funded by FSF and Title I
- Title I funds are being used for STH students in need of backpacks, school supplies, uniforms, and outerwear. .

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.).

Our transition plan used to assist preschool children from early childhood programs to the elementary school program includes the following activities:

- Invite parents and their children to visit the school and the classroom to meet with the teacher the year prior to starting school
- Encourage parents to read with their children at night
- Mail out the “Ready for School!” poster during the summer so that parents can help prepare their child for starting school by having them conduct a daily activity beginning 14 days before school starts
- Send out First Cay Letter written by teachers
- Schedule a Meet the Teacher Open House in early September
- Introduce Psychologist and Social Worker to parents

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.

Shared decision making is the 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. Having established an Instructional Cabinet comprised of the Principal, assistant principal, literacy coach, grade leaders and IEP teacher, the team is responsible for setting the educational agenda for the school, including those surrounding assessments. Shared decision making allows members of the school community to collaborate in identifying problems, defining goals, formulating policy, shaping direction and monitoring program implementation. The process requires analysis of information, the development of plans to address identified needs, and the creation and implementation of monitoring systems to evaluate procedures and results. Grade leaders solicit input from their colleagues on the grade for greater transparency and ownership.

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.

PS 222Q Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in PS 222Q. Therefore, PS 222Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 222's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS 222Q will support parents and families of Title I students by:

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

PS 222's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 222 will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

PS 222Q
FF CHRISTOPHER A. SANTORA SCHOOL
SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

FF CHRISTOPHER A. SANTORA SCHOOL(PS 222Q), 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. FF CHRISTOPHER A. SANTORA SCHOOL(PS 222Q) School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 30	Borough Queens	School Number 222
School Name FF Christopher A. Santora School		

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

Principal Yvonne Marrero	Assistant Principal Rossana Awais
Coach Irene Zajac	Coach
ESL Teacher Merin Reyes	Guidance Counselor
Teacher/Subject Area Ruth Arias, Bilingual Teacher	Parent Edna Iriarte
Teacher/Subject Area Harriet Berson, AIS	Parent Coordinator Betty Quintero
Related Service Provider Nelly Vargas	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	268	Total number of ELLs	88	ELLs as share of total student population (%)	32.84%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	88	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	0	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	17	0	0							17
ESL	71	0	7							71
Total	88	0	7	0	0	0	0	0	0	88

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0											0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE Spanish	9	15	2	22	7	14													18	51
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	9	15	2	22	7	14	0	0	0	0	0	0	0	0	0	0	0	0	18	51

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>7</u>	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u>1</u>	Asian: <u>0</u>	Hispanic/Latino: <u>34</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>16</u>	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	18	29	12											59
Chinese														0
Russian														0
Bengali	2	2	2											6
Urdu			1											1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	2											4
TOTAL	20	33	17	0	0	0	0	0	0	0	0	0	0	70

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)	7	4	1											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)	3	4	1											8
Advanced (A)	19	28	21											68
Total	29	36	23	0	0	0	0	0	0	0	0	0	0	88

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
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									0
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.

At the beginning of the school year, we use TC running records to assess the early literacy skills of our ELLs. An analysis of data revealed that 57.40% of our ELLs in grades 1 and 2, are below reading level. As a result, we have implemented guided reading and small group instruction to support this population of students. In addition, these students attend extended day, RTI in the morning and after-school.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels on both the LAB-R and NYSESLAT, show that a majority of our students are scoring Advanced. This year we have only 12 Beginners K-2, 8 Intermediate, K-2, and 68 Advanced, K-2.
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 [AMAO tool](#))

This year the NYSESLAT results were not itemized according to modalities.

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?

In the DL classes, 68% of our students are at the advanced level of proficiency. In our ESL self-contained program, 79% of our students are at the advanced level of proficiency. For the most part, or ELLs are fairing better in tests taken in English. The School Leadership Team and teachers use the results to group our students for instruction as well as to establish programs and identify resources such as the I-Station and the Fountas-Pinnell Leveled Literacy Intervention System to supplement the instructional program.

Our ELLs need support with vocabulary development and therefore teachers are front-loading vocabulary during literacy instruction. Our teachers and paraprofessional are providing simultaneous translations of task assignments in the native language during instruction.

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](#).)

Our students are benchmarked in reading using TC running records. Any students on Levels 1 or 2, are given RTI. The data from the running records are analyzed and Literacy instruction is provided for our ELL's and low performing students. Our morning RtI program uses iStation to provide students in grades 1 and 2 who are below grade level as of June 2013. During our Extended Day program in K-2 includes all ELL's and low performing students. Our school uses the Fountas and Pinnell Leveled Literacy Intervention Program. Progress is monitored through their reading level growth on the TC running records and growth on iStation.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The parents are given an option during the first 10 days of new student enrollment as to which program they would like their child to be enrolled in. They are shown a DOE video explaining the different program options. Parents then elect which program they want their child to be enrolled in. The LAB-R and NYSESLAT results are also used to ensure proper student placement. All content area teachers use visual aides, TPR and other ESL methodoliges to ensure that students are building English Language skills.

Teachers in the DL and ESL programs have a deep understanding of the role that a child's second language development plays in instructional decisions. To that end, students receive appropriate scaffolds including questions and assignments in small groups at the appropriate level of challenge based on English proficiency level, and simultaneous translations are provided to individual students particularly in the ESL program, as needed.

In addition, our ESL self contained program, insturction us in English, and classroom represent the languages of our students. Our DL classes have classroom libraries in both English and Spanish, as well as word walls in both languages. Our ELLs are supporte through the use if age and grade level materials.

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?

a. In our DL program, English Proficient Students (EPs), are assessed using the SISTEMA DE EVALUACIÓN DE LA LECTURA. This is the Spanish version of the TC Running Records. After a child is assessed the teachers use the TC Benchmarks to analyze the

data.

b. The proficiency level in the target language for our EPs is comparable to the proficiency level of our ELLs in English.

c. N/A Our students are not required to take any State and City Assessments as of June 2013.

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 programs for ELLs through teacher observations, student portfolios, TC running records five times a year, NYSESLAT, Discovery Math and Performance Tasks for ReadyGen and Go Math.

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](#).)
At enrollment, trained staff, Harriet Berson, teacher, and Merin Reyes, ESL teacher meet with parents to make an initial determination of the child's home language through the Home Language Identification Survey (HLIS) which is translated in nine languages. An informal oral interview is also conducted in English and in the native language with the parents and child to gather the most accurate information. Parent volunteers from our PTA are available to assist with native language support. In addition, Google Translate is used to communicate in any language that is not spoken by our staff or parent volunteers. Once the staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered the LAB-R. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Once students have been identified as ELL's, parents are asked to return to the school within the first ten days for a program orientation.
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.
An invitation is sent to the parents inviting them to an orientation to provide them with information on the different ELL programs that are available in the school. The orientation includes a video and brochure in the parent's home language. At this meeting, we describe the programs that are available in our school, mainly the Dual Language Program and the Free-Standing ESL program. The process is finalized within 10 days of enrollment. As new children enroll in our school throughout the course of the year, the process gets repeated. If parents are unable to attend the program orientation, the Parent Coordinator would then contact them and set up an appointment to review program options.

In the event a parent chooses the Dual Language option and due to limited space, a seat is not available for their child, the child's name is placed on a waiting list. When a seat becomes available the parents are notified via phone call.

ELLs are retested to evaluate their English proficiency using the NYSESLAT. We notify parents of the NYSESLAT outcomes and program eligibility before the beginning of the next school year. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above that level are no longer entitled to ELL services and can enter monolingual classes. However, they are entitled to transitional ESL support for two years as well as test modifications for those two years as per CR Part 154. Parents of ELLs in dual language classes are recommended to remain in the program for the length of their stay at P.S. 222, with or without ELL eligibility. Our Pupil Accounting Secretary, Janette Ortiz, downloads the following reports, that ensure all our ELLs receive the NYSESLAT: RCRL report to cross-reference students who are ELLS; the R-LAT, which shows their exam history; and the RNMR, the modality report. These are given to the Principal as well as the following teachers, Harriet Berson and Merin Reyes. These teachers then administer the NYSESLAT to all the students in the school, with the assistance of the other teachers of ELLs, mainly Ms. Ormeno, Ms. Arias, Mrs. Otero and Ms. Pena.

The teachers involved in our programs are as follows. In Dual Language, Ms. Ormeno, Bilingual Teacher; Ms. Arias, Bilingual Teacher; Ms. Pena, Bilingual Teacher. In our free-standing ESL classes, the teachers are: Ms. Mokrytska, ESL teacher; Ms. Reyes, ESL teacher; Ms. Otero, ESL teacher.

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].)

Harriet Berson is responsible for distributing entitlement letters, utilizing the HISE report from ATS - which include the NYSESLAT test scores or LAB-R results. Entitlement letters are addressed to the parents of each child and sent home with the child. The Parent Survey and Program Selection Forms are given at registration (for new students). Parents fill out program selection forms during orientation. If parents are unable to attend orientation a follow-up meeting is conducted by trained staff in charge in order to ensure all program selection forms are returned. Records are properly maintained in the school and these letters are copied and placed in a binder in the Principal's office. Placement letters are also distributed and maintained in the same binder.

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.

After a licensed teacher interviews the parents and students at the time of registration, our Parent Coordinator assists the parents with completing the Home Language Identification Survey. Then, the RLER is run and if (through the use of the report, the HLIS, and the interview) the child is deemed eligible to take the LAB-R it is given immediately. If the results of the Lab-R (for students new to the NYC school system) or if the results of the NYSESLAT (for students already in or returning to the NYC school system) show that the child is an ELL, Harriet Berson informs the parents that there are a variety of different instructional programs for ELLs. This information is given to the parents in English and translated for them (by a staff member, the DOE translation unit, or Google Translator). Next, Harriet Berson sits with the parents and shows them the Program Choice video. Once the parent has viewed the video in his/her native language, Program Preference forms are distributed and completed. At this point, the parent is offered a class in our school or is explained the process of getting a seat in a neighboring school so that the child can be in the requested program. This information is also translated into the parents' native language.

After all the appropriate forms and documents have been signed, filled out and collected, the Pupil Personnel Secretary then enters all the relevant information in the ELPC screen in ATS for each child within 20 days of enrollment.

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.

Every year in the spring, the ATS report RCRL is ran to determine which students are eligible to take the NYSESLAT. In addition teachers involved with testing receive the Testing Handbook and reviewed and all questions are answered before the test. The NYSESLAT is administered by our ESL and Dual Language teachers administer the writing, reading and listening portion of the test while Harriet Berson administers the speaking section individually to our students in our library. Additionally in monolingual classes where there are a few ESL students, Harriet Berson administers the test in a separate location to those specific students. All teachers receive an envelope the day of the test. They must count booklets, sign the test security form prior to and after administering the NYSESLAT.

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.  The trends in the past three years are: 1) 69% of kindergarten parents chose the ESL self-contained program as opposed to 31% who chose the Dual Language program. 2) 90% or 9/10 of first grade parents chose the ESL self-contained programs as opposed to 10% who chose the Dual Language program. 3) 74% or 3/4 of second grade chose the ESL self-contained program as opposed to 26% who chose the Dual Language program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The organizational models of our two types of programs for ELLs are the Dual Language and Free Standing ESL. In both Dual Language and ESL program models, differentiated instruction and scaffolding strategies are used to ensure academic success. Scaffolding strategies make use of visuals and graphics during group activities where children learn cooperatively from each other. Students also reinforce their learning through hands-on activities.

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)?

The organizational models of our two types of programs for ELLs (DL and FS ESL) are all self-contained. In both the Dual Language and ESL program models, differentiated instruction and scaffolding strategies are used to ensure academic success. Scaffolding strategies make use of visuals and graphics during group activities where children learn cooperatively from each other. Students also reinforce their learning through hands-on activities. Teachers amplify the language by making summaries at the end of the lessons and presenting information using graphic organizers such as tables, charts, outlines and graphs. The workshop model of instruction is used in order to provide opportunities for utilizing specific second language methodologies, using language in authentic and meaningful activities. Students at the Beginner and Intermediate levels receive 360 minutes of ESL services. Students at the Advanced Level receive 180 minutes of ESL services and 180 minutes of ELA. In our Dual Language program, Native Language Arts is delivered on alternating days (2 days one week, 3 days the following week).

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the freestanding ESL model, the instructional approaches that we use to teach the content areas to our ELL students are effective and are research-based. Research shows that language learning and literacy learning are interrelated. They are both developmental, cognitive processes that promote the acquisition of the four skills: listening, speaking, reading and writing. Before planning the learning experiences for ELLs, our teachers also use formal and informal assessments to learn their level of English

language proficiency and their current levels of knowledge and skills in literacy and the content areas. The use of whole group and small group direct teaching is pervasive in all our ELL programs, and it is scaffolded by the following practices during content area instruction:

Activating students' prior knowledge on a given topic.

Explicit modeling of a strategy through mini lessons using well illustrated texts.

Introduction of new vocabulary through actions, gestures, pantomime and pictures. (Total Physical Response)

Using prefixes, suffixes, and root words to figure out the meaning of new vocabulary words.

Interactive word walls with pictures, definitions, and examples for each word.

Use of graphic organizers, charts, and rubrics to aid comprehension.

Use of repetition, restatements, periodic summaries, and paraphrasing to clarify the learning experience.

Speaking in relatively short sentences and using key words in giving directions.

Creating task flow charts with illustrations to help monitor learning.

Allowing students to try out a modeled strategy through turn and talk sessions or think-pair share sessions.

Re-teaching and reinforcing strategies through strategy groups.

Sharing of student use of strategies through mid-workshop interruptions and share sessions.

For our Spanish speaking students the use of cognates is utilized to support Native Language Arts in the content areas.

The DL program integrates ELLs with English proficient speakers so that all students develop second language skills while acquiring content area knowledge in both languages (English and Spanish). Both groups serve as language models for each other, and through their interaction they experience growth in both languages. Students are expected to build academic skills in their native language and transfer these skills to the English language. It is important to note that our Dual Language program begins in Pre-K with one session (one of the two AM sessions) devoted to learning in both English and Spanish. Students in the Dual Language program K-2 receive 50% of instruction in English via the rollercoaster model; one day in Spanish and one day in English.

Therefore the content areas are addressed in both languages on alternating days.

For materials our current reading program ReadyGen is content area based. Students are learning about a variety of science and social studies topics in a literacy setting. For the DL classes, Calle de la Lectura (Reading Street) is also used to support Native Language Arts in the content areas.

The ReadyGen program is aligned to the CCLS and offers support for the ELL's.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In our DL program, students are assessed using the SISTEMA DE EVALUACIÓN DE LA LECTURA. In addition, newly admitted Spanish entitled students are given the LAB-R in Spanish to determine native language level of literacy.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our literacy program, ReadyGen, addresses the needs of ELLs in various ways. Students' listening, speaking, reading and writing modalities are strengthened through the following components: read aloud, close reading, text vocabulary conversation and small group and writing instruction. Scaffolding strategies are incorporated in order to make the content accessible to our ELLs. End-of-unit assessments enable teachers to evaluate English acquisition and gauge academic progress for students under their charge.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. In as much as we are a Pre-K to 2 school, we do not have SIFE (students with interrupted formal education). In the event that we get SIFE students, our SIFE plan is:

To use a strong, researched-based Foundations program to teach students the phonemic principles of the English language through themes, big books, large picture letter cards, games, songs and nursery rhymes using a multi-sensory approach.

To provide individual and small group instruction through our AIS staff to fill in the gaps in their education using such programs as Fountas and Pinnell Level Literacy Intervention and iStation and rich just-right leveled multi-cultural classroom libraries.

To utilize our ReadyGen program's ELL component that supports the learning style of our SIFE students.

b. Newcomer ELLs who enter in kindergarten and first grade are afforded the same level of excellent education by our certified ESL teachers. In addition, students are offered a seat in our morning program, extended day program and our after school program. n

Newcomer ELLs who enter in second grade receive extra support to catch up in reading, math, and English.

c. For ELL students receiving 4 to 6 years of service , students are offered a seat in our morning RtI program, extended day program and our after school program.

d. N/A

e. Former ELLs receive an additional year of ESL support. No specific testing modifications are needed, since our students do not take any state or city assessments. Students are given extra time during performance tasks, as well as End of Unit Assessments and the directions are read twice to them.

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?

The instructional strategies for our ELL/SWD students are differentiated instruction and scaffolding strategies such as picture vocabulary connections, use of technology and music, and role playing. Smart boards are installed in all classrooms and teachers receive on going professional devleopment on how to use smartboard thechnologies in the classroom on a daily basis in all content areas. The ReadyGen program provides students with grade level materials across the science and social studies content areas including leveled books, big books and authentic grade level complex texts ensure that ELL/SWDs are provided with access to academics in the content areas and acceleration in English language development. In addition, the FOSS kits, McMillan McGraw Hill for Science and Houghton Mifflin for social studies are used in both program models to deliver content area instruction. With the RSPD report, that details our ELL/SWDs , we are able to assure these students all the services that they need are provided to them. Our teachers are licensed in Bilingual and ESL. We also provide a Spanish speaking Paraprofessional for those students. To ensure that ELL/SWDs whose IEP mandates bilingual instruction, we currently have bilingual speech therapists, occupational therapists and physical therapists to provide the appropriate instruction.

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?

Flexible program is used in all grades K-2. In several classes we currently have D. 75 students whole are mainstreamed daily fo in all content areas. In addition we also have several grade 1 and grade 2 ELL/SWD students who are mainstreamed into self contained ESL classes for at least 2 periods a day for literacy, which supports their IEP goals. We currently do not have ICT classes in our school, however in the event that we do, students will be appropriately placed according the the ICT model of 60% general education students and 40% ELL/SWD students.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

Native Language Usage and Supports

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



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.

In regards to our intervention services, we have an AIS/SETTS Teacher who provides intervention services for kindergarten through second grade students, including ELLs and SWDs through the use of iStation, Fountas and Pinnell Level Literacy Program and digital access for Go Math. We also have a part time AIS/reading intervention teacher who provides additional support for our ELLs in reading. In addition all classroom teachers use guided reading on a daily basis to also target our ELLs K-2 who show a specific need in reading and writing skills as shown through RNMR data.

In mathematics, social studies and science, the activity for each lesson is differentiated based on ability and language while the overall goal is the same for all students.

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

For ELLs reaching proficiency on the NYSESLAT, they receive transitional support from our ESL teachers through the RTI morning program and the after-school program with a certified ESL teacher. We're presently implementing the Common Core Learning Standards and all students including our ELLs will be expected to complete CCLS aligned tasks in both ELA (5) and math (10) by June 2014.

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

ELLs participate in our RTI morning program, using I-Station, our Schoolwide Enrichment Model (SEM), Extended Day, and After-School programs. Our Title III program provides ELLs with supplemental instruction in an After School setting servicing ELLs in first and second grades. Our morning program is using I-Station, while our After School Program is using the Read, Reason and Write Program from Continental Press.

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

There are no programs that currently fit this category.

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

All of our students and parents (general Ed, ELL's and SWDs) are invited to be part of our Morning, Extended Day and After-School programs. They are able to choose whether they want their children involved in these extra activities. Classroom teachers encourage our parents to involve their children in these programs. Our school currently offers iStation in the morning, extended day, after school ESL program and on Fridays we offer a SEM program that is divided into 3 sessions. One for grade 2, one for grade 1 and the last for Kindergarten.

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 are using Ready Gen in reading this year, and Go Math. Teachers and students have access to the digital Go Math online version, available in both English and Spanish, to support learning (online videos to reinforce math topics, online manipulatives that all students can access to assist in completing homework assignments). For ReadyGen, text collections have been uploaded to google docs so that all students can access grade level complex text. Supplemental reading for guided reading groups during class and in the After-School program use Fountas-Pinnell Leveled Literacy Program. For content area materials, please refer to question 7.

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

In order for students to succeed in the acquisition of any language, we must ensure that there is transference of skills from their native language to English. Prior to beginning any new unit of study, our ESL teachers build background knowledge. With this knowledge we are able to scaffold learning and introduce our students to hands-on real life experiences. One example of using native language skills is since the majority of our students are of Hispanic heritage, we are able to use their native language as a tool for instruction. Academically we show them the similarities of words in Spanish and English. Cognates are words that have similar pronunciations and spellings in both languages, and frequently have the same meaning (i.e. musica/music, ciencia/science, papel/paper). We take neighborhood walks and talk about the ethnic culture that surrounds us.

In DL, 50% of instruction is in Spanish, and 50% in English; the rollercoaster model; one day English, one day Spanish. In ESL, instruction is in English, but are teachers and paraprofessionals help students using their native language during lessons to help support them with their tasks.

Cuaderno de lectores y Escritores is used in all the DL classes K-2, the Go Math program is available in both English and Spanish. For

Ready Gen, when an anchor text is available in Spanish the teachers use the Spanish title, otherwise they translate the anchor text and use a comparable text to teach the Spanish lessons.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Grade level support and resources are available in all classes in all content areas including leveled books that ensure that they are provided with access to academics in the content areas and acceleration in English language development. With the RSPD report, that details our ELL/SWDs, we are able to assure these students all the services that they need are provided to them.

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.

Newly enrolled students are given the LAB-R to determine their placement at the beginning of the school year. During the school year, we conduct a Family Literacy and Math Nights as well as hold a Scholastic Book Fair with books for our students in English and Spanish.

18. What language electives are offered to ELLs?

Our DL program is conducted in English and Spanish.

19. For schools with dual language programs:

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

In our DL Program, language instruction is delivered on alternate days in the targeted language. EPs and ELLs are integrated during the course of the day. Content areas are taught in both English and Spanish on alternate days in keeping with the self-contained model of Dual Language. Literacy is taught simultaneously with concepts building on one another, independent of language instruction, so that both EPs and ELLs are taught in their target language 50% of the time.

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.

All personnel, teachers, paraprofessionals, and our Parent Coordinator, who work with ELLs are offered the opportunity to participate in workshops and professional development offered through the Department of Education Office of English Language Learners. Our network support team presents professional development and workshops focused on all teachers working with ELLs in enhancing language proficiency. In addition, all teachers have been provided with workshops for our new reading program, ReadyGen, and our new math program, GoMath. The coaches at PS222Q are instrumental in organizing and delivering weekly professional development connected to best practices in literacy, math, and technology instruction. Agendas and sign-in sheets document staff participation in keeping accurate records to ensure all staff meets the minimum of 7.5 hours of ELL training. We maintained a listing of PD sessions attended by each staff member, which is kept in a binder. In addition, our ESL and DL language teachers turn-key information they have received at grade conferences. During our inquiry time, we are training our teachers on the Danielson Framework, and supporting curriculum aligned to the Common Core Learning Standards.

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?

Question 1: PS 222 has a PTA that is interested in addressing all the needs of our parent community. All parents are automatic members and are encouraged to partake in all fundraising efforts, workshops, learning opportunities and school activities Fall Harvest Night, Pajama Day, Literacy Night, Math Night, Character Hat, Parade, etc. In addition parental involvement is assured through a monthly parents' calendar that outlines parent programs, workshops, and activities for the month, and important "Please Read" sidebars. We offer parent ESL classes in order to enhance parents' English language skills.

Question 2: The school has developed relationships with many outside agencies and community-based organizations that provide workshops to our ELL parents. Some of these include Cornell University (nutrition workshops and guidance in both English and Spanish), and HealthPlus (parenting workshops in both English and Spanish). Furthermore, our coaches provide workshops in literacy and math for our ELL parents.

Question 3: To evaluate the needs of the parents, we conduct a survey through our Parent Coordinator asking parents what they feel would help them understand our curriculum and their children's academic progress in school. The Parent Coordinator is our liaison between the school community and the parents. She offers translation services during workshops and parent teacher conferences. She coordinates and assists in setting up the school book fair and ensures that titles are available in Spanish for parents and students to purchase.

Question 4: Our parental involvement activities stem from the Parents Needs Survey that is given to all parents in September and as well as communication with the staff members throughout the year.

Translation Services: The Parent Coordinator, Assistant Principal, paras and school aides are part of most workshops to offer translation services if necessary. In addition, most staff are fluent in both English and Spanish.

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.

Translation and Interpretation Plan:

Our Pupil Accounting Secretary, Janette Ortiz, runs the RSDS report in ATS to determine the percentage of parents' preferred home language. A review of the RSDS report indicated that 72% of parents' home language is Spanish. All written translation will be going home in English and Spanish. Our school secretary, Janette Ortiz, who is bilingual (Spanish/English) will be translating all communications to parents, after school (per session). We will provide parents with translated communication not provided by

the Department of Education such as: flyers, notices, permission slips, consent forms, parent handbook, and letters. In addition, per session money was allocated for paraprofessionals to translate during PT conferences, PTA meetings, and individual conferences during the year if they are conducted during after school hours.

Part VI: LAP Assurances

School Name: FF Christopher A. Santora Scho

School DBN: 222

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvonne Marrero	Principal		11/1/13
Rossana Awais	Assistant Principal		11/1/13
Betty Ortiz	Parent Coordinator		11/1/13
Merin Reyes	ESL Teacher		11/1/13
Edna Iriarte	Parent		11/1/13
Ruth Arias, Bil. Teacher	Teacher/Subject Area		11/1/13
Harriet Berson, AIS	Teacher/Subject Area		11/1/13
Irene Zajac	Coach		11/1/13
	Coach		11/1/13
	Guidance Counselor		11/1/13
	Network Leader		11/1/13
	Other		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q222** School Name: **FF Christopher A. Santora School**

Cluster: **4** Network: **410**

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

Part A: Needs Assessment Findings

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

Our Pupil Accounting Secretary, Janette Ortiz, runs the RSDS report in ATS to determine the percentage of parents' preferred home language.

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.

A review of the RSDS report indicated that 73% of parents' home language is Spanish.

Part B: Strategies and Activities

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

All written translation will be going home in English and Spanish. Our school secretary, Janette Ortiz, who is bilingual (Spanish/English) will be translating all communications to parents, after school (per session). We will provide parents with translated communication not provided by the Department of Education such as: flyers, notices, permission slips, consent forms, parent handbook, and letters.

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.

Per session money was allocated for paraprofessionals to translate during PT conferences, PTA meetings, and individual conferences during the year if they are conducted during after school hours.

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 will provide parents who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate language (Spanish), and with instructions on how to obtain such services.

The school will provide in a conspicuous location, at or near the main school entrance, a sign in the covered language (Spanish) indicating the office where a copy of the written notification can be obtained.

The school's safety plan will contain procedures for ensuring the parents needing language assistance services are able to reach the school in time of any emergency.

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: FF CHRISTOPHER A. SANTORA	DBN: 30Q222
Cluster Leader: CHRISTOPHER GROLL	Network Leader: ALTAGRACIA SANTANA
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 75 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: 2 # of certified ESL/Bilingual teachers: 2 # 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 Title III Program provides English Language Learners (ELLs) with supplemental instruction in an After School ESL Program which will service ELLs in kindergarten, and grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Our school implements a Dual Language Program, and a free standing ESL program.

The Kindergarten After School ESL classes will meet for a total of 15 sessions one day per week beginning November 2012 through May 2013 from 2:30 pm to 4:00 PM. The Grades 1 & 2 After School ESL classes will meet for a total of 43 sessions two days per week beginning November 2012 through May 2013 from 3:30 - 5:00 PM. Group size will be maintained at 15 students per teacher. There will be a total of two classes for the Kindergarten After School ESL program servicing approximately 30 ELLs; and a total of three classes for the Grades 1 & 2 After School ESL program servicing approximately 45 ELLs. There will be 5 teachers, 2 of which are ESL certified and 3 bilingual Spanish certified. The teachers will service students in the Dual Language Program and the free standing ESL program.

Our Title III teachers will collaboratively plan lessons for the After School Title III Program. We will use the following materials: Guided Reading Content Areas Program which is a leveled reading program enhancing students' knowledge in Science, Social Studies, and Mathematics and builds reading skills; Common Core-aligned performance tasks in mathematics; and Getting Ready for the NYSESLAT and Beyond which provides teachers with ongoing assessment activities to measure progress in attaining English language proficiency.

Part C: Professional Development

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

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

Begin description here: Professional development will be coordinated by the Administrative Cabinet which includes the Principal, the Assistant Principal, and the Literacy Coach at no cost to the Title III Program. This component will provide teachers with scaffolding and differentiated instruction strategies for teaching ELLs. Sessions will be facilitated by the Assistant Principal. Professional development will take place in two 1-hour sessions after school, and teachers will be paid per session. Facilitators will provide staff development at no cost to the program.

Part C: Professional Development

Workshops will focus on:

Overview of Program – November 2012

Monitoring the Progress and Performance of ELLs K-2 - January 2013

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:

We offer parent ESL classes in order to enhance the parents' English language skills. This program will meet for a total of 20 sessions one day per week beginning November 2012 through May 2013 from 3:30 pm to 5:00 PM. All parents of ELLs are invited and registration is handled by the Parent Coordinator at no charge to the program budget. There will be one ESL certified teacher to conduct the parent ESL classes. We will use the following materials to facilitate the acquisition of the English language so that parents can acclimate better into the mainstream community: Workplace Plus which encompasses a scientifically based, peer-reviewed program based on studies of ESL pedagogy, as well as standards for adult ESL education developed at the national level.

Part E: Budget

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

Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$13,475.90	teacher per session 3 tchrs x 1.5 hrs x \$50.19 x 43 days = \$9,711.65 2 tchrs x 1.5 hrs x \$50.19 x 15 days = \$2,258.55 1 tchr x 1.5 hrs. x \$50.19 x 20 days = \$1,505.70
Purchased services <ul style="list-style-type: none"> • High quality staff 	\$501.90	teacher per session

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		5 tchrs x 1 hr. x \$50.19 x 2 days = \$501.90
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$6.20	general supplies
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$13,984.00	