



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 22 THE GRANITEVILLE SCHOOL

DBN (i.e. 01M001): 31R022

Principal: MELISSA DONATH

Principal Email: MDONATH@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: MICHAEL DANTONA

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 |
|------------------|--|-----------|
| Melissa Donath | *Principal or Designee | |
| Tonia Perkins | *UFT Chapter Leader or Designee | |
| Janelle Rudder | *PA/PTA President or Designated Co-President | |
| | 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 | |
| Brian Landano | Member/ UFT – SLT Chairperson | |
| Andrea Tsiamanes | Member/ UFT Representative | |
| Alma Rodriguez | Member/ UFT Representative | |
| Sandy Dinger | Member/ UFT Representative | |
| Teri Caliarì | Member/ UFT Representative | |
| Mary Zguro | Member/ UFT Representative | |
| Libia Colon | Member/ Parent Representative | |
| Schnovey Barnes | Member/ Parent Representative | |
| Noreen Noa | Member/ Parent Representative | |
| Debbie Giordano | Member/ Parent Representative | |
| Johanna Bibbins | Member/ Parent Representative | |
| Nicole Quainoo | Member/ Parent Representative | |
| Dania David | Member/ Parent Representative | |
| | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, all of the teachers will shift classroom practice to ensure the implementation of a year-long CCLS aligned curriculum in all subject areas, blending Ready Gen, in literacy and Go Math in mathematics, as evidenced by full implementation, classroom observations, assessments, task and student work.

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.

Our school community voted to change ELA and MATH curriculums to better align with the Instructional Expectations and Common Core Learning Standards. Our progress report demonstrated that our average ELA score was 2.33 and 2.45 in Math. These scores represent students performing at grade level and performance was similar to the average overall citywide test score. Utilizing research based practices and obtaining student materials with both curriculums, we believe will support teaching and learning to the Common Core on all grades and raise the average score in both ELA and Math. It will also assist staff with designing and implementing curriculum to meet the rigor and expectations for the 2013-2014 school year.

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. Strategy-All teachers will participate in professional development activities that support both Ready Gen and Go Math materials.
Activity- All teachers will have opportunity to attend vendor specific professional development during the summer and throughout the year. In addition, staff will be invited to participate in network training around the new curriculums.
2. Strategy-An ELA and MATH team will be created to help establish bottom lines and expectations as the new curriculums are rolled out. These teachers will be the lead teachers in support teachers on each grade plan and execute curriculums that align vertically and horizontally and support the Instructional Shifts in ELA and Math.

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

1. All administration and teaching staff.
2. Administration and select teacher leaders on each grade

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

1. Teachers will be given common planning time to meet and collaborate on Unit Design plans for the new curriculums that will be specific to the needs of the grade. Unit plans will be reviewed by administration and network instructional staff and feedback will be given .
2. Teacher leaders will develop planning times with staff to turnkey information learned at Citywide and Network Professional Development. Staff will support teaching and learning by conducting inter-visitations to observe best practices and share ideas. Teacher leaders will support and lead staff with roll out of both curriculums.

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

1. The implementation of both curriculums will take place from September 2013-June 2014.
2. The implementation of both curriculums will take place from September 2013-June 2014.

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

1. Curriculum materials will be provided by the Department of Education and staff will have access to Professional Development activities throughout the year.
2. Teacher leaders will attend trainings provided by Pearson as well as the Network. Per session and Per Diem activities will be utilized and sub coverage provided as necessary.

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).

During the school year, parents will be invited to attend Common Core Learning Standards Workshops to better understand the expectations of the new curriculum and how they may support students at home. Workshops will take place during open school activities as well as during our Parent Engagement Nights which happen 4 times a year. Workshop design will include expectations with the new curriculums and resources to use to support learning at home. Additional workshops will be offered based on an interest inventory that parents fill out each year.

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 | X | Set Aside | | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| X Curriculum was purchased through the use of NYSTL funds. Substitute Coverage and Per Session activities are covered through Fair Student Funding. | | | | | | | | | | | |

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

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| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, all staff will receive 4-6 formative observations, based upon teacher selection of Option 1 or Option 2, administrators will provide effective actionable feedback and according to the Danielson Framework for Teaching Rubric, 95% will show growth in teacher practice, as evidenced by improvement across their observation reports. |

Comprehensive Needs Assessment

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|---|
| 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. |
| As a city and state initiative, all teachers will be engaged in a new evaluation system utilizing the Danielson Framework. This evaluation system will be utilized to provide more consistent feedback to staff based on a rubric to improve instruction and raise expectations in the building. This new evaluation system will provide next steps for teachers as they hone skills in instruction and allow the school to recognize where focused professional development should take place. |

Instructional Strategies/Activities

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| 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 |
| Strategy- All teachers will participate in professional growth practices that shift teaching practices |
| 1. Teachers will participate in ADVANCE professional development to study and reflect on teaching practices and create goals for the 2013-2014 school year. |
| 2. Teachers will have a minimum of 4 classroom observations to observe practices across 3b and 3d. |
| 3. Teacher teams will chose components of the rubrics to design best practices and use as foundations for instructional strategies in the building. |
| 4. Administrators will use feedback sessions and observations to plan professional development and teacher team activities around areas where consistent patterns of teachers scored developing. |
| 5. Administrators will participate in professional development opportunities as offered around ADVANCE. |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. All teachers will participate in professional development activities offered by the DOE, Network, and School Administration. |
| 2. Principal will work with Assistant Principals on effective classroom observations and effective feedback sessions. |
| 3. Assistant Principals will hold bi-monthly meetings with teachers to discuss feedback sessions and instructional strategies |
| 4. Teacher teams |
| 5. DOE Talent Coach with meet with principal and assistant principals on implementing the ADVANCE system. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. Evaluations will take place after professional development activities to support teacher effectiveness. Teachers will set goals during IPCs. Goals will be reflected upon after 3 rd observation and again at end of year to reflect on how their practice has improved and if they met their goals for the year. |
| 2. By the end of the 2013-2014 school year, administrators will have met with teachers at least 4 times to calibrate the ratings observed during classroom visits with a focus on 3b and 3d. |
| 3. Teachers will share highly effective lessons during grade meetings and at end of year share fair. |
| 4. Administration will review observations on ADVANCE and review performance reports monthly and identify areas in need of improvement that teachers were rated developing. These plans will be discussed at teacher team and grade meetings. |
| 5. Administrators will utilize feedback sessions with DOE Talent Coach to share observations, visit classrooms, calibrate as a team, and continue to refine skills around the ADVANCE system. |
| D. Timeline for implementation and completion including start and end dates |

1. Professional Development opportunities will take place September 2013-June 2014.
2. All staff will have 1 observation completed by November 30, 2013. December 2013-June 2014 teachers will be observed once a month.
3. Teacher teams will meet once a week beginning in January to design best practices around ADVANCE.
4. Each month administration will review observations and plan professional development for staff as appropriate.
5. Administrations will engage in professional development with the Talent Coach as scheduled throughout the 2013-2014 school year.

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

1. Professional Development will take place on PD days as designated by the school calendar and also during select teacher team meetings throughout the year.
2. Administration will visit classrooms using ADVANCE throughout the year.
3. Teachers will meet during common planning and teacher teams
4. Teacher team meetings-no cost
5. No cost.

Strategies to Increase Parental Involvement

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

Parents will be invited to attend workshops during our PEP events to explain the Danielson rubric and it's correlation to the Common Core Learning Standards. Parents will also be invited to visit classrooms to see best practices and how it relates to the rubric.

Budget and Resource Alignment

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

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

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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, there will be a 5% increase in the number of SWD who will move at least one performance level, in ELA and Math based on NY State Assessments as evidenced by the NYC Progress Report.

Comprehensive Needs Assessment

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

Looking at data from our 2012-2013 Progress Report, data suggests that our SWD students increased by 20.9% in ELA and 28% in Math on performing in the 75th growth percentile which indicated our efforts were working. Although the increase, only 6.1% of all SWD students performed at Level 3 and 4 in ELA and 4.9% of students scored level 3 and 4 in Math. Therefore, it is necessary to continue to address our SWD students to continue to increase progress which will directly impact performance.

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

Strategy-Improve performance in ELA and Math for SWD students.

1. Referrals to our PPT team meetings.
2. Targeted programs such as Wilson, Leveled Literacy, and Linda Mood Bell to target specific needs of students.
3. Teacher team meetings to address student work and create best practices in working with SWD students.
4. Flexible scheduling to support student learning in the Least Restrictive Environment
5. After school program for targeted students to improve student outcomes on standardized tests

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

1. Classroom teachers, Assistant Principal of Special Education, and PPT team.
2. All special education teachers

3. Assistant Principal of Special Education and special education students
 4. Assistant Principals and School Assessment Team as well as classroom teachers
 5. 6 after school teachers to support level 1 and 2 students two days a week
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Bi-Monthly PPT notes and progress reports.
 2. Conference notes and assessments of students on progress and effectiveness of programs in November, January, March, June
 3. Teacher team monthly minutes and action plans for instruction
 4. Collaboration and conference meetings with teacher teams to discuss student progress towards IEP goals
 5. Pre and Post tests in after school targeted by skill to drive instruction and improve progress.
- D. Timeline for implementation and completion including start and end dates**
1. Monthly September 2013-2014
 2. September 2013-June 2014
 3. Monthly October 2013-June 2014
 4. September 2013-June 2014
 5. January 2014-April 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All classroom teachers, 3 Assistant Principals, PPT team and School Assessment Team
 2. All special education teachers- Training and materials already provided in previous school years. New materials purchased through FSF money
 3. Special Education teachers
 4. Assistant Principals and School Assessment Team
 5. Classroom teachers focused on targeted instruction.

Strategies to Increase Parental Involvement

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

Parents of SWD students are provided opportunities to have workshops on creating effective IEP's and learn about supports available to students with IEP's. We offer, 4 times a year, special education workshops for parents at our Parent Engagement nights. Topics are chosen around parent surveys. To increase parent involvement with our special education families, we will host a special education parent focus group to identify the challenges and needs of parents to help parents improve student performance.

Budget and Resource Alignment

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

| X | Tax Levy | Title IA | X | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|---|-----------|-----------|-----------|--------|
| X | | | | | | | |

List any additional fund sources your school is using to support the instructional goal below.

X Fair Student Funding

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014 there will be a 5% increase in the number of ELL students performing in the 75th growth percentile or higher as evidenced by the NYC Growth Percentile.

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.

Looking at data from our 2012-2013 Progress Report, data suggests that our ELL students increased by 19.3% in ELA and 13.6% in Math on performing in the 75th growth percentile which indicated our efforts were working. Although the increase, 0% of ELL students are Level 3 and 4 in ELA and only 4.5% of all ELL students performed at Level 3 and 4 in Math. Therefore, it is necessary to continue to address our ELL students to continue to increase progress which will directly impact performance.

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

Strategy-All ELL students will be immersed in supplemental services to support learning.

1. Push in model will be utilized to support ELLs during core instruction to improve time in classroom and communication with teacher.
2. Guided Reading groups during class time with a specific focus on vocabulary development on students TC reading level.
3. Extended day groups specific to ELLs will be established to support small group instruction specific to targeted skills.
4. An after school program will be implemented specific to ELL students to target additional instruction in ELA and MATH to support student learning.

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

1. ELL teachers and classroom teachers
2. ELL teachers and classroom teachers
3. ELL teachers
4. After school ELL teachers

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

1. Use of ELL Periodic Assessments to determine growth over several assessments
2. Use of TCWRP reading levels in September, November, January, March, and June
3. Use of Ready Gen and Go Math Performance Tasks data will determine progression and next steps
4. Pre and Post Assessments in after school program and scores on standardized tests

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

1. Fall and Spring administration
2. September 2013-June 2014
3. September 2013-June 2014 2x a week
4. January 2014-April 2014 2x a week

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

1. 2 full time ELL teachers and 1 f status ELL teacher during the school day.
2. 2 full time ELL teachers and 1 f status ELL teacher during the school day.
3. 2 full time ELL teachers and 1 f status ELL teacher during the school day.
4. 3 ELL teachers to work after school 2 days a week with Title 3 monies.

Strategies to Increase Parental Involvement

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

ELL parents are invited to all events at school. Translations are provided in multiple languages to support parents and encourage parents to attend meetings for students. In addition, our ELL families are invited to participate in ESL classes for adults which is sponsored at school 2 days a week through the JCC. During these classes, we offer ways for parents to learn the language and ask specific questions about their child's academics. Workshops are also offered throughout the year and during our PEP events specific to ELL parents and based on needs.

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 | X | Title III | Set Aside | Grants |
|--|----------|----------|-----------|---|-----------|-----------|--------|
|--|----------|----------|-----------|---|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014 there will be a 2.5% increase in attendance as measured by the PAR and NYC Progress Report.

Comprehensive Needs Assessment

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

Based on the findings on our 2012-2013 progress report, our attendance rate was 92.6%. The city attendance rate goal is 95%. Therefore, we would like to focus our efforts on increasing student attendance to improve student outcomes.

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

Strategy- Students with chronic absences will be identified.

1. Attendance reports will be run from ATS weekly to identify students with 5 or more days missed of school.
2. Parent outreach will be initiated after students second absence from school.
3. Conferences will be held with families and support provided, as needed.
4. Home visits to students with chronic absences to address student/family needs.
5. Attendance awards and contests will be distributed monthly for students and classes with perfect attendance.
6. Letters will be sent home for students who are chronically late/absent from school as well.

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

1. Assistant Principal and Pupil accounting secretary will review ATS reports weekly to identify students.
2. Classroom teacher/ and Parent Coordinator will make parent outreach efforts
3. Parent Coordinator and Guidance Counselors will meet with parents and families.
4. Attendance officer will make home visits as necessary.
5. Parent Coordinator, PTA, and Administration will designate awards and special contests for students with perfect attendance.
6. Parent Coordinator and Pupil Accounting secretary will work collaboratively to send home letters.

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

1. Each month the PAR will be run to identify monthly average attendance.
2. Individual student attendance will be monitored by class to identify parent outreach efforts.
3. Monitor individual student attendance and compare pre and post conference attendance rates.
4. Documentation and return to school by student after home visit
5. Tracking the number of perfect attendance and class percentages of attendance will determine rewards efforts.
6. Chronically late/absent students will return to school.

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

1. Reports will be run each week beginning in September 2013-June 2014.
2. Ongoing through out the year based on need.
3. Ongoing through out the year based on need.
4. Ongoing throughout the year based on need.
5. Each month awards will be given to students and classes for perfect attendance and highest percentage of attendance.
6. Ongoing through out the year based on need.

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

1. ATS attendance reports run each week.
2. Phone calls made to student families
3. Conferences scheduled for families.
4. Attendance officer will visit families as appropriate.
5. Certificates and celebrations to students each month to promote being at school. Funding assistance by PTA
6. Template letter to be used for chronic late and absent 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).

Communication will be sent home to families at the beginning of the year to address the attendance policies of the school and expectations for students. Each month at PTA meetings we will also discuss and recognize students with perfect attendance. Parents will be invited to celebrate with students. Reminders will go home to students and families as necessary around individual student attendance if it drops below 90%.

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 |
|--|-----------------|-----------------|------------------|------------------|------------------|---------------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | |
| X We will utilize funding from the PTA to support outreach efforts. | | | | | | |

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 | Leveled Literacy, Wilson Program, Spelling City | Small group instruction | During the school day, extended day, and after school |
| Mathematics | Think Central, Cross Walks and Go Math RTI strategies | Small group instruction | During the school day, extended day, and after school |
| Science | Foss Program | Small group instruction | During the school day |
| Social Studies | Harcourt Social Studies | Small group instruction | During the school day, extended day, after school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | PBIS, Resolving Conflicts Peacefully, Heartwood-Building Character, Fostering Respect For All | One-to-One, small group instruction | During the school day, extended day, after school |

**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. |
| All teachers in building are highly qualified. Teachers will work with Teachers College Inclusive Project and Network Staff to support literacy and math instruction. In addition, teachers will have common planning time to support planning and instruction. Utilization of the Danielson framework for teaching will be used to support teacher practice and align teachers needs with professional development plan. |

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). |
| Professional development opportunities will be provided for Go Math and Ready Gen curriculum as it supports CCLS. These workshops will be provided by DOE, Network, and school staff. Inquiry teams will be established with teacher leaders around specific disciplines relevant to instruction at PS 22. Looking at student work and creating study groups during teacher team meetings will support aligning curriculum to authentic student work products as well as create learning communities within the building that will assist in improving teacher practice by aligning curriculum with student work. |

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

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Our Parent Coordinator and guidance team work in collaboration with school staff to identify students who are in need of services. Coordinating with families, these staff members work with families to source out resources as appropriate for families in temporary housing or on public assistance. |

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.). |
| During the month of June pre-k families are invited to meet with kindergarten staff and PS 22 support personnel in a workshop on how to prepare for kindergarten. Flyers, materials and books are provided to parents and students. This is also our opportunity to introduce different programs that we offer at PS 22. At the beginning of the school year, there is a kindergarten orientation for families to introduce them to our building. Our pre-k curriculum is aligned to the Common Core Learning Standards and all pre-k staff is expected to have grade meetings and planning sessions with the Kindergarten team. We work closely with our pre-k social worker to ease both students and families with the transition process. |

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. |
| With the implementation of a new evaluation system that focuses on measures of student learning, staff have had professional development at beginning of the school year about the use of assessment to drive instruction and measurement of teacher effectiveness. Professional Development will be ongoing throughout the year to better understand specific assessments to foster student outcomes. This professional development will take place during teacher teams, during the school day, and on specific non-attendance days. |

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.

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

| | | |
|---|------------------------------|--------------------------|
| District 31 | Borough Staten Island | School Number 022 |
| School Name The Graniteville Elementary 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 Mrs. M. Donath | Assistant Principal Ms. M. Simpson |
| Coach N/A | Coach N/A |
| ESL Teacher Mrs. G. D'Vicente | Guidance Counselor |
| Teacher/Subject Area Melissa Auslander/ DL teacher | Parent |
| Teacher/Subject Area | Parent Coordinator Kim Bonaventura |
| Related Service Provider | Other Mrs. Passarelli-ESL Teacher |
| Network Leader(Only if working with the LAP team) | Other N/A |

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. | 2 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 1 | Number of teachers who hold both content area and ESL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 2 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 1 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 1015 | Total number of ELLs | 125 | ELLs as share of total student population (%) | 12.32% |
|--|-------------|----------------------|------------|---|---------------|

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 | | | | | | | | | | 2 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-In | 2 | 2 | | 2 | 2 | 2 | | | | | | | | 10 |
| Pull-out | 2 | | 2 | 2 | | 1 | | | | | | | | 7 |
| Total | 4 | 2 | 3 | 5 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 125 | Newcomers (ELLs receiving service 0-3 years) | 105 | ELL Students with Disabilities | 34 |
| SIFE | 0 | ELLs receiving service 4-6 years | 19 | Long-Term (completed 6+ years) | 1 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | 16 | | | | | | | | | 16 |
| ESL | 109 | | 17 | 16 | 0 | 11 | | | 1 | 125 |
| Total | 125 | 0 | 17 | 16 | 0 | 11 | 0 | 0 | 1 | 141 |

Number of ELLs who have an alternate placement paraprofessional: 19

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| Spanish | | | | | 8 | 15 | 8 | 16 | | | | | | | | | | | 16 | 31 |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 8 | 15 | 8 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 31 |

| 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): 39 Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 5 Asian: 2 Hispanic/Latino: 40
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| Spanish | 23 | 24 | 15 | 17 | 12 | 14 | | | | | | | | 105 |
| Chinese | 2 | 2 | | | | | | | | | | | | 4 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | 1 | | | | | | | | | | | | 1 |
| Urdu | 1 | 4 | | | | 1 | | | | | | | | 6 |
| Arabic | 1 | | | 1 | | 2 | | | | | | | | 4 |
| Haitian | | | | 1 | | 2 | | | | | | | | 3 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | 1 | | | | | | | | 1 |
| Other | | | | | | 1 | | | | | | | | 1 |
| TOTAL | 27 | 31 | 15 | 19 | 12 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 |

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) | 15 | 4 | 1 | 2 | 1 | 4 | | | | | | | | 27 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 2 | 14 | 3 | 3 | 6 | 11 | | | | | | | | 39 |
| Advanced (A) | 10 | 13 | 11 | 14 | 5 | 6 | | | | | | | | 59 |
| Total | 27 | 31 | 15 | 19 | 12 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 |

| 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 | 4 | 3 | | | 7 |
| 4 | 7 | 5 | | | 12 |
| 5 | 9 | 4 | | | 13 |
| 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 | 6 | | 5 | | | | | | 11 |
| 4 | 12 | | 1 | 1 | 1 | | | | 15 |
| 5 | 5 | | 5 | | | | | | 10 |
| 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 | 7 | | 4 | 4 | | | | | 15 |
| 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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.

1. Early Literacy skills of our ELLs are assessed with the Teachers College Reading and Writing Project (TCRWP) Assessment tool. This tool assesses the independent functional reading level of a student. Mrs. Passarelli, Mrs. D'Vicente, ESL teachers, and the regular classroom teachers of students of ELLs, review this data to determine each student reading levels and skills. This assessment informs the teachers how well a student reads with fluency, accuracy, and comprehension. Based on the data results of this assessment, we have found that the majority of our ELL population has literacy skills that are two or more levels behind their English Proficient Peers. Our school's instructional plan is then modified by this data. It informs us how to provide more supplemental activities for our ELL's to increase their literacy skills. It also informs all teachers if any other intervention strategies are needed for specific students, (i.e. SETTS, Extended Day Activities or After Schools for ELLs.)

According to the LAB-R and NYSESLAT data, kindergarten is half beginner and half advanced. First grade is half intermediate and half advanced. Second and third grade has a majority of advanced students, four grade has half intermediate and half advanced. The fifth grade is broken into about one quarter beginners, one half intermediate and a quarter advanced students.

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

According to the NYSESLAT data, students are more proficient in the listening/speaking modality over the reading/writing modality. Therefore, teachers will focus on the deficient areas. Teachers form groups according to students' proficiencies and skills. Guided reading shared reading and shared writing, using Ready Gen an instructional repertoire with research proven scaffolds for English language Learners. It includes a scaffolding strategy handbook for all grades which is implemented to instruct students according to their reading and writing levels. In addition, ESL teachers group students and provide small group instruction using modeling, scaffolding and text representation to further assist with reading comprehension and writing mechanics.

3. 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](#))

NYSELAT modality set data is not available at this time.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our classroom and ESL teachers use the data from the ELL Periodic Assessments in grades 3-5 to plan and differentiate instruction. Based on the results, teachers use mini lessons to reinforce the subject matter and skills that the students have weaknesses in. The ESL Teachers take the results of the ELL Periodic assessments and meet with the classroom teachers of these students. Together they discuss what the results indicate and focus on planning instruction that will support ELLs in the literacy skill they are struggling the most with. ELL students, who take state content area exams, have access to translated exams in their native language. If a written translated exam is not available in the student's native language, we do our best to acquire someone who may translate the exam orally.

On Wednesdays, all staff meet as a grade to conduct inquiry work on all students in grades K through 5. Teachers are separated into teacher teams for both literacy and math, and are grouped by grade level. The ESL teachers attend these meetings and support all staff involved with ELLs to provide instructional strategies and supports that can be used to teach ELLs in all academic areas. Our School Leadership Team, looks at the results of the ELL Periodic Assessment and uses the information provided to drive instruction more alligned to our ELL Population needs.

Our students in our second and third grade Dual Language Programs are assessed with the Teachers College Reading and Writing Assessment. As the school year continues, we assess students with the Sistema de Evaluacion de la Lectura by Fountas and Pinnell to assess their Spanish language skills and Teachers College Assessments to get current assessment data that will help us make informed instructional decisions for them.

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

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.](#))

Mrs. D'Vicente and Mrs. Passarelli, our ESL teachers, identify ELLs who are struggling in reading and writing. The ESL teachers in conjunction with the Common Branch teachers focus on the core instruction that is targeted to students' specific needs. During instructional time and during Extended Day, students are grouped in different Tier Groups of instruction. The ESL teachers provide Guided Reading using the Geared Up Program for ELLs, Shared writing and Shared Reading. After teachers provide the intervention and reevaluate them in a period of four to six weeks to measure progress. This progress is analyzed by looking at progress in the SRI reports. In addition, Mrs. Passarelli and Mrs. D'Vicente work with the lowest functioning ELLs for extra support using the RTI framework in the Extended Day program for two days a week. Our teachers use Teachers College Assessment, Ed Performance Assessment, Periodical Assessments, conference notes, and New York State ELA and Math scores to determine the need of the Response to Intervention Framework for our bottom third students. Mrs. D'Vicente and Mrs. Passarelli, determine the levels of language acquisitions through the NYSESLAT scores. As the proper intervention is provided for a period of time and improvement is not noticed and language needs versus learning disabilities are identified then a referral might be called upon.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our teachers ensure that students are acquiring the second language by providing small group instructions based on students language acquisition stage. Common branch teachers differentiate instructions according to each students' language acquisition stage. Teachers use the RLAT report to look at their students different scores in reading, writing, listening and speaking.

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. Our school provides our Dual Language Teachers, M. Auslander and E. Ruiz-Willis with the Sistema de Evaluacion de la Lectura by Fountas and Pinnell to measure the acquisition of the Spanish language. The Dual Language teachers also utilize writing samples and teachers observations and conferences with students. B. The majority of students in the Dual Language Program are in the Intermediate Fluency language stage. A third of the students are at the advanced fluency stage. C. No data available at this time. Our third grade Dual Language class will take State and city tests in the spring of 2014 for the first time.

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

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

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](#).)

1. All parents of our newly admitted students are required to complete a Home Language Survey. This survey identifies the students who may have limited English language proficiency. Christine Passarelli and Griselda DVicente, both ESL Licensed pedagogues, are present to conduct informal interviews of parents and children as the HLIS is being completed at registration. The survey is in the primary languages other than English that are popular within the community, ie, Spanish, Arabic, Chinese and Urdu. Translation service is provided when needed. In the event that an ESL licensed teacher is not available to conduct the interview for the HLIS, an administrator or other trained licensed teacher is called upon for the interview. Once the English Language Learners are identified, they are administered the LAB-R exam within ten days of enrollment by the certified ESL teachers, Christine Passarelli and Griselda DVicente as per CR Part 154. The LAB-R results determine whether students are entitled to bilingual or ESL programs and services. Students who speak Spanish at home and score at or below the proficiency level on the LAB-R are administered the Spanish LAB to determine language dominance. Once students are identified, parents are given an opportunity to come to either a group or private ELL Parent Orientation. At this orientation, the ELL teachers discuss the various ELL program choices available through the DOE. Parents then complete a Program Selection Form where they choose which program they would like their child to be placed in. After parents make their selections and the ELL teachers let them know which program options are available at our school, the students are placed in their appropriate programs. If the parent choice is not available parents are informed that they may seek a nearby school that has the requested program or the student is then placed in Freestanding ESL. After the parent orientation is complete, the ELPC screen in ATS is completed to reflect parent program choice and student program placement.

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.

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

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

In the event that parents did not attend the ELL Parent Orientation the ESL teachers send entitlement forms home with the students for the parents to complete and return the next day. We also make an effort to contact parents and provide them with additional times during the school day that they can come and meet with the ESL teachers to watch the orientation video and allow us to aid them in completing their Parent Selection Form. The parents are given the forms in their native language. The licensed ESL teachers, Christine Passarelli and Griselda DVicente ensure that these forms are returned and signed by each family. These forms are kept on file in a binder in the ESL classroom. Christine Passarelli and Griselda DVicente also send home all Newly Entitled letters, Continued Entitlement and Non Entitlement letters to all parents of ELLs in the first 10 days of school. Since these letters do not need to be returned we make copies of the letters that we send home and keep them in a binder for our records.

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.

The identified ELLs are placed in either Freestanding ESL Program or Dual Language in grades 2 and 3 based on their choices on the Parent Selection Form. If the parents prefer, and if available, their child may be placed in a bilingual program at another school. We use the parent information from their completed forms and from their responses at the orientation, making sure that they play an active role in the ELL program planning and design. The parent coordinator uses the parent surveys to ensure there is communication between the school and the parents.

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.

To ensure that all ELLs receive the NYSESLAT annually, Mrs. Passarelli and Mrs. DVicente print the RLER. Once a month to update ELLs eligible for the NYSESLAT. We also check weekly for any transfer students who may be entitled for the NYSESLAT and ELL services. To ensure that all ELLs are administered all four components of the NYSESLAT exam in the

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

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. 
- After reviewing the Parent Surveys and Selection forms for the past few years, we have found that the trend in program choice is the Freestanding English as a Second Language, which allows the child to remain in a general education setting, with mandated allotment for ESL instruction as dictated by the NYSCR Part 154. The second Parent choice is the Dual Language program. In the event that parents ask for a Bilingual Program we direct them to a local school that can accommodate their needs. If we have fifteen or more students that are proficient in one language on two consecutive grades entering our school, we are able to form a Transitional Bilingual Education class. This year we noticed that of the twenty-nine parents invited to the orientation, twenty parents opted for our Freestanding ESL program and two parents of kindergarten children opted for Dual Language Program. Five parents selected TBE as their first choice. We informed them that we do not offer TBE at this time and which schools do. They opted to stay at PS 22 and their children were placed in their second program choices. We offer parent orientations throughout the year as new students continue to arrive and require additional support from our school.

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])?

1. a/b. ELL Programs

Currently, PS 22 is servicing 125 ELLs. The school has one Dual Language class in second and one in third grade with 23 and 24 students respectively. Both Dual Language classes are taught by fully certified Bilingual Licensed teachers. They are currently following the Self-Contained Alternate Day Model for language instruction. Grades K - 5 are serviced everyday using the Push in and Pull out models. In the push in model the ESL teacher works with the ELLs during content area instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support. In grades K-5, all mainstream ESL students are placed into one class per grade regardless of language level. This allows the ESL teacher to collaborate more closely with the classroom teacher and provide instructional supports aligned with the curriculum being taught in the classrooms. By following the Push-in model our ELL students are provided with opportunities to learn alongside their English Speaking Peers and receive instructional support without missing valuable lessons. Some students may be pulled out for additional small group instruction when needed. Beginners and intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction per week. Our two full time ESL teachers provide instruction through the Push-In model in grades kindergarten through five. They use the Pull-out model for beginners and intermediate ELL's part of the time and also for ELL's with IEP's to provide small group instruction. The ELLs with IEPs are pulled out in small groups from various classes for English acquisition focused instruction.

2. 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)?

Our school administration, Mrs. Passrelli and Mrs. D.Vicente teachers ensure that ESL students receive the mandated number of instructional minutes according to students' proficiency level in the NYSESLAT and LAB-R. Students at the beginner and intermediate proficiency levels receive 360 minutes of instruction weekly and those at the advanced proficiency levels receive 180 minutes of instruction weekly. In addition, the classroom teacher is administering 90 minutes per day of ELA instruction as per the CR Part 154. It is in the form of Balanced Literacy/Teachers College Reading and Writing Workshop Model. In the Dual Language Programs students receive English instruction for three days and two days in Spanish, following the 60%-40% model. Native language Arts are taught in the Dual Language program by the Bilingual teachers during the literacy block.

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

Content Area instruction in the Dual Language Program is given in both English and Spanish. The students are learning from the "My Family Then and Now" for Social Studies and the "Foss Kit" for the Science Programs. Teachers have materials available in both languages and also rely on the internet for additional resources and information. Math instruction is received through the Go Math Common Core Program. Dual language classes have materials for math in both English and Spanish. In English Language Arts teachers are using the New Ready Gen Common Core Reading program which provides scaffolding strategies for all students. The Dual Language classes have literacy materials in both languages. The teachers create charts and graphic organizers in both languages. Various ESL strategies are used to teach ELLs in the content areas. ESL teachers use these ESL strategies in both, Push in and Pull out models. In all content areas, we support the emergence and early development of English literacy skills.

We support the ELLs as they develop academic language. We use instructional scaffolding techniques in Dr. Aida Walqui's model. "Schema building" builds understanding by helping students weave new information into preexisting structures of meaning. We are currently using the Ready Gen Reading Program which is aligned with the common core curriculum. It provides systems for understanding both, how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domain. The Scaffolding Strategies Handbook provides research proven scaffolds for ELLs

using Levels of Meaning Structure, Language Conventionality and Clarity and Knowledge Demands. Teachers are also using the Teachers College writing curriculum where small unit skills are taught directly to and modeled for students. In all content areas we promote collaborative learning which encourages peer support, enhances motivation and increases language use. Smartboards visuals and recording are used to help the ELL in the content areas. Computer activities through RAZ-Kids are also used to encourage and provide language usage. The teachers scaffold academic language and complex content to support students' participation. We use stories that are based on students' culture that connect to students' prior experiences.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All classroom teachers evaluate their students through conferences, observations and Teachers College Assessment every three months. In Addition, Mrs. Passarelli and Mrs. D.Vicente administer the Periodic Assessment to grades third through fifth every fall and every spring. These exams are similar to the NYSESLAT. It evaluates students in the Listening, Reading and Writing modalities. To evaluate the Speaking modality, teachers ensure students participate in every day lessons, discuss different topics with peers and with teachers and assign oral presentations. All ELL's are tested annually with the NYSESLAT (New York State English as a Second Language Assessment Test) to access English language abilities. Results are available by the new school year and students will either continue in ESL or discontinue ESL services. Prior to the NYSESLAT, students take test preps for the NYSESLAT in all four modalities.

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).

Our ESL teachers differentiate instruction for the different ELLs subgroups. A. Currently our school does not have any SIFE students. In the event that we admit SIFE students, we will provide students with an enriching environment where they can acquire English in their own pace while building their strengths and self-esteem. ESL teachers will use the buddy system where students are paired with responsible students to help them adjust to our school environment.

Our school has a large number of newcomers, for those students who are English pre-emergent and emergent; the ESL teachers provide support by using graphic organizers, allow sufficient response time, list instructions/process and review orally. Teachers frequently summarize key points in lessons and repeat important terms during interactive Read Alouds. ESL teachers create opportunities for guided reading and shared reading to further increase reading comprehension and oral language development. The NCLB Act requires that new students who have been in the school system for more than one year need to take the ELA test, the school provides after school program to assist children in test taking strategies as well as reading and writing strategies. Our school has seventeen students who have been receiving services in the 4-6 years range. We continue supporting these ELLs by providing small group differentiated instruction where they have access to visuals, hands-on activities, use graphic organizers and are grouped according to skills and abilities. In addition, the ESL teachers provide small group instruction to further assist them in vocabulary building and language interactions. Our Long Term ELL's receive additional instructional time through the RTI Framework during Extended Day. The ESL teacher provides small group instruction in writing and reading to support the literacy instruction taking place in their classrooms. These long term ELLs have struggled to attain proficiency in the Reading/Writing Strand of the NYSESLAT. Our Long-term ELLs are also Students with Disabilities (SWDs) who also receive additional support from Special Education teachers. Our plan for them is to align ESL instruction with the students' academic goals on their IEPs. The ESL teacher and Special Education teacher meet regularly to discuss our Long Term ELLs progress and to plan appropriate intervention activities throughout the school year. Our former Ells are placed in the designated ESL classrooms with all the other Ells so the ESL teacher can provide additional support as needed. They also receive testing accommodations for two years after becoming proficient.

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?

Mrs. D.Vicente and Mrs. Passarelli continue to implement more individualized instructions for our ELL-SWDs. Our goal this year is to provide more ESL instruction in the students classrooms through use of the Push-in model. While they are still pulled out for part of their ELL mandated minutes, whenever possible we deliver instruction in their least restrictive environments. We provide multiple strategies for these students such as the Ready Gen Reading Program which is geared to the common core curriculum. This program provides an instructional repertoire with research proven scaffolds for ELLs and SWDs. In addition, teachers use of manipulatives and a heavy reliance on visuals, graphic organizers and guided practice in all content areas. Our ELL-SWDs have access to grade level appropriate materials such as text books in social studies and science. We preview the material and have the students review the academic content and domain specific vocabulary before and during instruction. To help accelerate their English language development, small group instruction is provided with modeled and scaffolded activities.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by closely collaborating and communicating with these students' various service providers such as SETSS, Speech and Counseling teachers. Our school ensures that flexible programming is used to maximize time spent with non disabled peers by closely looking at ELL-SWDs individual IEPs. Through flexible scheduling an ELL-SWD may spend part of their day in a General Education setting for instruction based on their academic strengths. Monthly LRE meetings are held to discuss students who may benefit from a reduction in service or change of service as appropriate per the continuum of services. Also, ELL-SWD students participate in enrichment programs such as art squad, peer mediators and chorus. Their non disabled peers are with them in these programs. Whenever possible, the ESL teachers provide instructional support in their classrooms so they do not miss important academic content in all subject areas. Mrs. Passarelli and Mrs. D.Vicente attend monthly Pupil Personnel Team meetings to familiarize about ELLs/SWDs IEP goals and to provide information on students Language Acquisition progress and participate in the ELLs referral process if required.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

Teachers offer different types of intervention services for ELLs in the content areas. Some students will receive instruction from our Title III Funding after school program. The school also offers ELA, Math and ELL classes after school in the content areas. During the day the ESL certified teachers focus on the subjects the students are not making progress. Teachers working with students that are newcomers, use the Linda Mood Bell program to help them acquire Sight words and reading strategies in English. Teachers also use realias, TPR, gestures, pictures, intonations and technology to enhance language comprehension. Our students are receiving Literacy instruction through the Ready Gen Reading Program by Pearson's. It provides research proven scaffolds for ELLs and students with disabilities. Every text in Ready Gen is supported by the targeted strategies needed when students prepare to read interact with the text and express and extend ideas. In addition, teachers are using the Teachers College Writing Workshop. ESL teachers have been trained in these programs and have worked closely with classroom teachers to push in and support ELLs using strategies such as modeling, scaffolding and prompting to help make content more comprehensible for their English Language Levels. Many of our ELLs in grades three through five who are struggling in ELA and/or Math are receiving At Risk SETSS along with their mandated ESL minutes. The ESL teachers are working with classroom teachers of ELLs to look at the Go Math Program that we use and differentiate instruction according to their needs. Special Education ELLs are provided with small group instruction and also more manipulative/ visuals to make the math more comprehensible. Our ELLs attend our extended day program where they receive small group instruction on daily subject matter that they have difficulty in. The lower grade ELLs uses computer programs such as, Starfall.com and Vocabulary.co.il, Spelling City, Raz Kids, along with Foundations. Students are encouraged to join the Chorus or the Art Squad where they can participate in subjects they excel in and at the same time speak English with their peers in a less restricted environment.

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

Various ESL strategies are used to teach ELLs in the content area. Our ESL teachers use these strategies in both, Push in and Pull out models. In our push in model teachers collaborate and plan for the ELLs accordingly. During our Pull out model, our ESL teachers follow the same lessons the classroom teachers are following. In all content areas, we support the emergence and early development of English literacy skills. In our DL classes, we have seen both ELL and EP students increase literacy and social/verbal skills in both English and Spanish. Our DL program uses Reading level assessments in both English and Spanish (TC Reading Assessment and the Sistema de Evaluacion de la Lectura, respectively). Our DL program is meeting the needs of our ELLs in both content and language development by the students are learning alongside EP peers who are language models for the ELLs. Academic Content is made more comprehensible through Native Language supports such as the teaching of English/Spanish cognates that increase the vocabulary of all students. We support the ELLs as they develop academic language through the use of visual supports and graphic organizers. We implement scaffolding techniques in Dr. Aida Walqui's model. "Schema building" which builds understanding by helping students weave new information into preexisting structures of meaning. We are currently using the Ready Gen Reading program- a Common Core Curriculum, which focus on language analysis, vocabulary, and small group instruction using scaffolding techniques. In all content area learning, we promote collaborative learning which encourages peer support, enhances motivation and increases language use. We have seen our programs' effectiveness by the increase of ELLs in both ESL and DL programs testing at the Proficient Level or by moving one or two proficiency levels as per NYSESLAT.

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

A few programs and improvements have been implemented and will continue for the upcoming school year.

An After School Program will be offered to assist all ESL students in small groups to further develop language arts skills. The Certified ESL teachers will use the RAZ-Kids and Spelling City programs to move students' reading levels in conjunction with read alouds, guided reading shared reading and writing. In addition to Ready Gen Reading program, the school is using the GO Math program by Houghton Mifflin, which is a focused elementary math curriculum designed to meet the goals of the Common Core State Standards for Mathematics. The Standards for Mathematical Practice are integrated throughout the program. Students and teachers are supported as they advance from concrete to abstract content through the use of models and Math Talk. The rationale for these choices are the flexibility, comprehensiveness, and rigor of GO Math! and Ready Gen. They provide personalized and adaptive 21st-century instruction to ensure success through the use of manipulative and interactive activities on

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

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

We have discontinued our Every Day Math program. PS 22 is now implementing Go Math which is aligned to the Common Core Learning Standards.

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

Our ELLs are encouraged to participate in any or all activities and programs that all of our students participate in. Many of our ELLs are in the chorus. The PS 22 Chorus motivates our Ells to participate and become more confident in the use of English particularly with their verbal skills. The art squad encourages our Ells to express themselves through artistic expression which also furthers their oral language development. ELL students are also members of the Student Council where they need to partake in classrooms debates and solve conflicts. Our ELLs also participate in our Kids that Care team. In this team our ELLs participate in various community social issues. We have after school programs which help further develop language skills and prepare students for standardized tests, as well as the Saturday Academy where they are provided opportunities to take advantage of supplemental academic instruction. We also offer Enrichment opportunities to further Literacy skills for our ELLs through our Title III funding for After school programs. Our ELLs attend the Summer Success Program where they participate in the Staten Island Museum and Staten Island Zoo projects.

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

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

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

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

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

Our ELL students in both DL and ESL are provided with support services and resources that correspond to ELLs' ages and grade levels. We have literature and leveled books available in the students native languages that are equivalent to their English materials. Students are provided with supports that will help them to feel more comfortable and secure in their classrooms. An example of these materials are dictionaries in the students native language and English to support their vocabulary/language development. There are content area curriculum books available in Spanish for Math. Our ELLs are in classes and groups where they receive support services that correspond to their age and grade levels as noted above.

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.

We ensure that all ELL's are encouraged to participate in all school wide programs by communicating with parents in their native languages. PS 22 provides activities to assist newly enrolled ELL students before the beginning of the year include: orientation meetings, school tours, and informational meetings in the summer to explain the various programs. Parent Informational packages are provided. New ELLs are invited to attend our Enrichment Summer School Program from July to August. New ELLs are encouraged to participate in all the programs offered in school, such as PEP Night, Dance Performance and Target Reading Night.

18. What language electives are offered to ELLs?

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

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)?

Dual Language Program

a. Second and Third grade Dual Language Classes provide instruction in a Ratio of 60 % English Instruction and 40% Spanish instruction. b. Both Grades are following alternate day language models. English instruction on Monday, Wednesday and Friday and Tuesday and Thursday are for Spanish instruction. Both classes have licensed Bi-lingual Spanish teachers, Mrs Auslander and Mrs. Ruiz-Willis.

c. Students who are EPs and ELLs are integrated for the entire instructional school day . All Content Area instruction including Science and Social Studies is taught in English and Spanish alternately . All content area instruction including and social studies are taught in English and Spanish depending on the day. Content area is taught in both languages using books in leveled libraries.

d. All cluster/preparation period teachers (i.e.- science, gym, music), provide instruction to students in the Dual Language program in English. A Self- Contained Alternatae Day Model is followed in both second and third grades.

e. Students are taught emergent literacy instruction in their native language and second language simultaneously with English as a Second Language Instruction for ELL's and Spanish as a Second Language for EP's.

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.

Mrs. Passarelli and Mrs. DVicente, our ESL teachers, common branch teachers who service ELLs in their classrooms and administration attend ESL workshops and meetings as well as various conferences on ESL instruction through the year.

Some of the workshops we have attended are:

Ready Gen Reading Program Workshop

Go Math! Program Workshop

Meeting Challenges with Success by Tony Stead

New BESIS Training

Research Based Common Core Instructions by K. Kinsella

Teachers College Reading and Writing Projects

Academic Literacy for English Language Learners

Scaffolding Writing for ELLs and Demystifying Figurative Language

How to effectively prepare students for the NYSESLAT and ELA in all grades

Integrating Grammar in the Writers Workshop

Building Academic Vocabulary Grade K-5

Team Teaching in the ESL Program

Effective Strategies in Literacy Instruction for ELLs

Academic Literacy for ELLs Aligned to Common Core State Standards-Reading and Writing Informational Text

Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers.

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

2. An important focus at PS 22 is the professional development of our staff. We take advantage of the ESL workshops offered by our Network, Teachers College and the Office of English Language Learners pertaining to the New Common Core Standards. Staff is encouraged to attend these offerings as appropriate to their teaching position. ELL, as well as Common Branch licensed teachers who attend PD geared towards ELLs and Common Core Standards, will be given the opportunity to turnkey new information to other teachers during school meetings and PD sessions.

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

4. For the completion of the 7.5 hours of ELL training, as per Jose P., the ELL teachers turnkey pertinent information to classroom teachers working with ELL's. The ELL teachers may meet with classroom teachers to share best practices and strategies for supporting ELL students in all content areas. Classroom teachers are also provided with opportunities to attend ELL trainings/workshops offered by the district, Teacher's College and the Office of English Language Learners. Christine Passarelli and Griselda DVicente, the ESL teachers, send out sign-up sheets for all teachers who require the 7.5 for Common Branches teachers and 10 hours for Special Education teachers and also keep attendance of any meetings that they have with other staff.



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?

Parental Involvement

1. At PS 22 there are many opportunities for our ELL parents to become involved. Parents are invited to join their children on class trips as well as assist in classroom activities. In cooperation with our PTA and the Y After-School Program we hold Parent Engagement Project Events (PEP) every other month. This event provides families an opportunity to enjoy dinner, PTA meeting and to attend workshops. At these workshops, parents will learn about ways to help their children at home. Teachers and other staff are available at these workshops to translate vital information in the families native language. We also have letters translated in the parents preferred language through translation services through the DOE. Metro cards are provided to those who request and translators are available for those in need. Our ELL Parents are also encouraged to become a part of our PTA. They are welcome to volunteer for many events held here at PS 22, such as the March of Dimes Wonder Walk, School Dances, Holiday Fair, and Picture Day just to name a few. Our Parent Coordinator assists parents by finding community resources in the students native language. She also assists us by finding DOE documents in various languages and keeps them available in her office for parents and teachers to obtain at any time.

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

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

A new component this year was a Reading grant offered to PS 22 by Target. This Grant offered the school many books to be distributed to parents and students in different languages. Some school teachers provided workshops to parents and students to assist them with tips on how to help their children in reading at home and to foster the habits of reading and writing. Translators were provided as needed.

4. Our parent involvement activities address the needs of parents by offering workshops that they have requested in their native language. Since the majority of our students home language is Spanish, we have many staff available during these activities to translate important information for parents. Parent Engagement Activities include:

1) "Everything you need to know about your child's grade" Workshop discussing curriculum children are learning in each grade and how our school is working towards aligning all instruction with the new Common Core Learning Standards. This workshop is offered to parents of all students including ELL's and SWD's. A translator is provided if needed.

2) Workshops and assistance is provided to parents in the navigation and understanding of the Parent ARIS website.

3) Parents of ELL's are being offered opportunities to come learn about our new positive behavior intervention strategy (PBIS) program.

4) "Where are our children now and where are they going in the current academic school year"

5) Workshops are ongoing to discuss and share how the Common Core Learning Standards are being addressed in our school and

how they affect our ELL population.

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.

Part VI: LAP Assurances

| School Name: <u>PS 22R The Graniteville School</u> | | School DBN: <u>31R022</u> | |
|---|--------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Melissa Donath | Principal | | 11/15/13 |
| Maria Simpson | Assistant Principal | | 11/15/13 |
| Kim Bonaventura | Parent Coordinator | | 11/15/13 |
| Griselda D'Vicente | ESL Teacher | | 11/15/13 |
| | Parent | | |
| Melissa Auslander/ DL teacher | Teacher/Subject Area | | 11/15/13 |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| Christine Passarelli/ ESL | Other <u>ESL teacher</u> | | 11/15/13 |
| | Other | | |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R022 School Name: The Graniteville Elementary School

Cluster: 6 Network: CFN 604

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.

PS 22 ensure that ELL parents and our school community maintain good communication. The school reviews ATS reports such as RHLA and RPOB to determine the native language spoken by our parents. The School also uses the information written on the Home Language Survey provided by our parents upon registrations. Our PTA director creates and updates a tally chart of our parents different languages to ensure that documents to be sent are translated accordingly. Our PTA director also sends surveys home to identify parents in need of translation for Parent Teacher conference, kindergarten registration, ELL orientation meetings, and for any other activities and workshops in the school. Our school ensures that documents to be sent to parents are translated into our parents' respective languages in a timely matter and that translators are hired for the specific functions. In addition, we request the assistance of our Bilingual personnel whenever the need for translations arises.

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

The major findings of our school written translation and oral interpretation needs are that the majority of our ELL parents are requesting to be communicated with in their native language. Our school has experienced an increase in parental involvement due to the fact that more workshops are provided in parents' native languages. More tears-off have been returned due to the fact that permission slips, lunch forms and any other important forms are sent home in the parents native languages. The findings were reported to the school community by providing each teacher with a list of students' requiring translated documents and oral translations. Teachers are also able to access and view parents communication preferences on the school ARIS website.

Part B: Strategies and Activities

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

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

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

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

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

PS 22 fulfills Section VII fo Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. In the school lobby, there are posters and signs in different languages. We try to accommodate all of our multicultural community whenever it's needed. Our PTA coordinator provides a bulleting board with parental information in the different languages of our school. She also sets up a table displaying brochures, fliers and other importal parental information in different languages. Our school lobby near the primary entrance displays signs in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. When a parent visits our school and requests translation, the parent coordinator places a call to the NCYDOE translation Unit and parents are able to communicate on the spot. Parents are informed of their rights to receive translated documents in their native language and to receive interpretation services when visiting our school. Parents are informed to visit the above website above for further information on translation and interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: PS22

DBN: 31R022

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

Part B: Direct Instruction Supplemental Program Information

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

Before school After school Saturday academy Other:

Total # of ELLs to be served: 50

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

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 4

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |