

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P.S. 222  
**DBN (i.e. 01M001):** 22K222  
**Principal:** MRS. THERESA OLIVIERI  
**Principal Email:** TOLIVIE@SCHOOLS.NYC.GOV  
**Superintendent:** MS. JULIA BOVE  
**Network Leader:** MS. LISA GIGOUX

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name                   | Position and Constituent Group Represented   | Signature |
|------------------------|--|-----------|
| Mrs. Olivieri          | *Principal or Designee   |           |
| Mr. Salvio             | *UFT Chapter Leader or Designee  |           |
| Mrs. King              | *PA/PTA President or Designated Co-President   |           |
| Ms. Grilli             | DC 37 Representative, if applicable  |           |
|                        | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
|                        | CBO Representative, if applicable  |           |
| Ms. Snow               | Member/ Assistant Principal  |           |
| Ms. Connolly           | Member/ Teacher  |           |
| Ms. Sigismondi         | Member/ Teacher  |           |
| Ms. DiLorenzo          | Member/ Teacher  |           |
| Ms. Drimmer            | Member/ Paraprofessional   |           |
| Ms. O'Connor           | Member/ Parent   |           |
| Mr. Turbak             | Member/ Parent   |           |
| Ms. Zahra              | Member/ Parent   |           |
| Mrs. McDonald          | Member/ Parent   |           |
| Mrs. Clancy            | Member/ Parent   |           |
| Mrs. Vento             | Member/ Parent   |           |
| Mrs. McAnaw-McGuinness | Member/ Parent   |           |
|                        | Member/  |           |

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 100% of classroom teachers will work to adjust curriculum maps, lesson units, and class assessments that permit all students, including ELLs and SWDs, to be actively engaged in ambitious intellectual activity and developing critical thinking skills that will result in 70% of students on each grade level scoring a Level 3 or Level 4 proficiency as measured by the culminating task of each literacy unit.

### **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 our 2013-2014 Quality Review Report, an area for improvement centered around aligning teachers' use of assessments and rubrics to curricula. The reviewer concluded "However, the practice of utilizing authentic, high-level common, formative assessments by teachers to ensure that student work is aligned to curricular standards in order to tailor lessons and units to students' specific strengths and needs, is inconsistent across classrooms, thus, limiting teachers' capacities to monitor student progress, set and track suitably high goals for accelerating student learning, and meet students' diverse needs."

### **Instructional Strategies/Activities**

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

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

1. Assessments will be uniform across the grade
2. Teacher teams will revise Learning Targets
3. Student friendly rubrics will be created and utilized across the grades
4. Modifications and scaffolds will be made for ELLs and SWDs
5. Build collaboration between classroom teacher, ELL teacher, and Special Education teachers
6. Teacher teams will meet to review student work during Inquiry meetings
7. Teacher teams will modify units of study based on reflection of lessons
8. Teachers will provide students with opportunities to access complex texts
9. Teachers will evaluate student performance on the tasks to evaluate the quality of the task, level of rigor, and make adjustments to practice
10. Vertical teams will adjust culminating tasks to reflect critical thinking skills
11. Instructional Lead Team will review and offer feedback on Unit specific assessments

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

1. School administrators
2. Instructional Lead Team
3. Horizontal Teams
4. Classroom teachers
5. Content area teachers
6. Literacy coach
7. Vertical Teacher Team
8. School wide Professional Literature selection
9. Network support staff

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

1. Within lessons there will be checks for understanding
2. Monitor the implementation of component 1A and 1E (Knowledge of Content and Pedagogy and Designing Coherent Instruction)
3. Within units there will be embedded tasks
4. Formal and informal assessment results
5. Performance on TBQ quizzes

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

1. Every six – eight weeks the Instructional Lead Team will collect and review the culminating task for each grade. We will use these data to create a snapshot of individual, class, and grade performance in order to monitor student mastery and to improve upon the next Unit of Study.

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

1. Monday and Tuesday Professional Learning time will be devoted to unit planning and revisions, common prep periods will allow for horizontal team discussion, Vertical teams will meet once a week, per session funds, and network professional learning sessions will also be incorporated into the plan.

***Strategies to Increase Parental Involvement***

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

Teachers will provide parent/guardian with information about student performance and progress on tasks throughout the unit during Parent Engagement time. In addition, parents will have access to the school website which provides a grade overview for each unit.

***Budget and Resource Alignment***

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

| <b>X</b> | <b>Tax Levy</b> | <b>x</b> | <b>Title IA</b> |  | <b>Title IIA</b> | <b>xx</b> | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|----------|-----------------|----------|-----------------|--|------------------|-----------|------------------|--|------------------|--|---------------|
|----------|-----------------|----------|-----------------|--|------------------|-----------|------------------|--|------------------|--|---------------|

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

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## Goal and Action Plan #2

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

### Annual Goal #2

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

By June 2015, 100% of all staff members will show their commitment to the success and improvement of their classrooms and school. All teachers will be an active member of a horizontal and vertical team to deepen their understanding and implementation of our instructional focus. This will result in a 3% increase in student performance as measured by the NYS ELA exam and a 3% increase in student performance as measured by the NYS MATH exam, monthly chapter tests, embedded tasks, and culminating tasks.

### Comprehensive Needs Assessment

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

This goal is based on student performance on literacy tasks and data from the 2014 ELA exam, 52.7% of all students scored in Levels 3 and 4 and 70.4% of our students scored in Levels 3 and 4.

### 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. In order for staff to feel ownership in their professional learning, they completed a Learning Selection Form to identify specific professional learning they were interested in exploring further, which were aligned with the instructional focus.
2. Foster a common understanding of what high quality discussions using evidence to support arguments look like and sounds like in our school community.
3. Establish a common set of expectations for how high quality discussions should be adapted to provide access for all learners, including ELLs and SWDs.
4. Establish systems and structures within the school, which allows for intervisitations among colleagues to view best practices.
5. Conduct hands-on parent/student interactive workshops.
6. All for teacher teams to engage in inquiry work around student work in order to share their best practices and feel as though they are included in the decision making so they feel a greater sense of ownership of student achievement.

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

1. School administrators
2. Classroom teachers
3. Literacy coach
4. Literacy Vertical Teacher Team
5. Horizontal Teacher Teams
6. School wide Professional Literature selections
7. Students
8. Parents

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

1. Each classroom teacher will reflect a common set of expectations for speaking and listening within a group discussion
2. Within units there will be embedded and culminating tasks
3. Performance during group work
4. Formative assessment results targeting effective discussion techniques
5. Performance on state exams

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

1. Monday and Tuesday Professional Learning time will be devoted to enhancing student to student discussions; common prep periods will allow for horizontal team discussion.
2. Horizontal teams will meet once a week, per session funds, and network professional learning sessions will also be incorporated into the plan.

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

1. Staff will provide targeted workshop in literacy and math that can be attended by the parent/guardian and their child.

***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).

Teacher teams will meet during Professional Learning periods to review and update literacy units of study and math units in order to ensure they include the school wide instructional focus.

***Budget and Resource Alignment***

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

|          |                 |          |                 |  |                  |          |                  |  |                  |  |               |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>Tax Levy</b> | <b>x</b> | <b>Title IA</b> |  | <b>Title IIA</b> | <b>x</b> | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|

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

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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 2015, 100% of teachers and staff will be led by the Administrative team to develop and deliver the instructional and social emotional support that drives student achievement. Teachers will be provided with high quality formative feedback from observations to target the instructional focus; improving high quality discussions using evidence to support their argument both verbally and in writing. This will result in 70% of all students in grades 2 – 5 will score a Level 3 or Level 4 proficiency on monthly reading assessments (literary device assessments) as well as 90% of the staff will earn an Effective or Highly Effective rating using the Danielson Framework, focusing on the areas of Questioning and Discussion Techniques (3B), and Engaging Students in Learning (3C).

#### **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 our 2013-2014 Quality Review Report, an area for improvement centered around questioning and discussion techniques. The reviewer stated, "However, in the majority of classes visited, the strategic use of high quality, Level 4 Depth of Knowledge (DOK) questions to bolster students' thinking and participation and accommodate varied student needs was not consistently evidenced across the school. This resulted in missed opportunities to engage students in student-led discussions, peer appraisal, and other collective efforts in order to support students in taking a stance on complex issues and supporting their stance with applicable evidence, coherent opinions or arguments derived from readings of printed text, as well as viewings of related video clips."

#### **Instructional Strategies/Activities**

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

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

1. Assessments will be uniform across the grade
2. Modifications and scaffolds will be made for ELLs and SWDs
3. Teacher teams will meet to review questions within the lessons/unit to ensure DOK Level 4 questions are included to promote critical thinking
4. Teacher teams will modify units of study based on the reflections of teachers and students
5. Teachers will provide student with opportunities for questioning, discussions, and debates
6. Teachers will evaluate student performance on the tasks to evaluate the quality of the task, level or rigor, and make adjustments

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

1. School administrators
2. Classroom teachers
3. Literacy coach
4. Vertical Teacher Team
5. Horizontal Teams
6. Advance Talent Coach
7. School wide Professional Literature selections
8. Instructional Lead Team

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

1. Within lessons there will be checks for understanding
2. Within units there will be embedded activities designed to enhance conversations
3. Formal and informal assessment results
4. Teacher performance on Danielson Framework, component 3B
5. Teacher performance on Danielson Framework, component 3C
6. Performance on TBQ quizzes (literary devices)
7. Teachers will provide student who scored a Level 1 or 2 with a second TBQ quiz

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

1. Prior to the implementation of each unit of study (roughly every six weeks) teacher teams and administrators will evaluate and review to ensure the visibility of the instructional focus.

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

1. Tuesday Professional Learning time will be devoted to questioning and discussion techniques. Common preps will allow for horizontal team discussion, monthly Instructional notes shared with staff that includes targeted successful practices, per session funds for team planning, and network professional learning sessions will also be incorporated into the plan.

***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 receive monthly Strategy Instruction letters, which include tips, such as questions to ask their children when supporting them with their reading at home. In addition, we have a communication team, which gives a voice to various stakeholders so that everyone works toward the shared goal of improving student outcomes.

***Budget and Resource Alignment***

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

| X | Tax Levy | x | Title IA |  | Title IIA | 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 #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

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

### Academic Intervention Services (AIS)

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

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|--|--|
| <b>ELA</b>  | Total 60 students<br>Guided Reading, Foundations/Wilson, Earobics, Headsprout, New Heights, Great Leaps, SPIRE, Rosetta Stone, myOn | Small group, 1:1   | During the school day, morning program   |
| <b>Mathematics</b>  | Total 26 students<br>Go Math!, EnVision resources, small group re-teach, scaffolding, manipulative materials                        | Small group, 1:1   | During the school day, morning program   |
| <b>Science</b>  | Total 7 students<br>Reteaching, push-in, scaffolding, modeling  | Small group  | During the school day  |
| <b>Social Studies</b>   | Total 7 students<br>Reteaching, push-in, scaffolding, modeling  | Small group  | During the school day  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Total 20 students<br>Habits of Mind/Academic and Personal Behaviors lessons   | Small group, 1:1   | During the school day  |

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) 22K222**

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings during Parent Engagement time every Tuesday as well as at other flexible times, e.g. morning or afterschool
- respecting the right of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the School-Parent Compact is distributed and discussed with parents each year;
- utilizing the Communication Team, made up of staff and parents, to brainstorm ideas for upload to the school website;
- during Communication Team meetings, stakeholders will be engaged in active communication towards a school improvement plan

*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, Open School Week
- planning for teacher presentations to parents during Open School Night

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding the Common Core Learning 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;
- 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 serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- utilize the strategies outlined in the monthly strategy newsletter;
- encourage my child to use the technology supports provided by the school (e.g. ThinkCentral, myOn)

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- demonstrate the knowledge of and utilization of the Habits of Mind and Academic and Personal Behaviors
- strive to be recognized for my acts of kindness and have my name announced over the loudspeaker



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

|  |             |
|--|-------------|
| <b>Part A: School Information</b>  |             |
| Name of School: P.S. 222 K   | DBN: 22K222 |
| This school is (check one):  |             |
| <input type="checkbox"/> conceptually consolidated (skip part E below)<br><input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

|   |
|---|
| <b>Part B: Direct Instruction Supplemental Program Information</b>  |
| The direct instruction component of the program will consist of (check all that apply):   |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: 26  |
| Grades to be served by this program (check all that apply):   |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: \_\_\_\_\_

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 222's Title III program will offer supplemental services to a designated group of K - 5th grade English Language Learners. The Title III program will provide instruction beyond their mandated requirements. We have chosen to provide a morning program for upper grade students and an after school program for younger grade students as studies have proven that these programs have a direct impact on student achievement. The rationale for our program is supported by research that has shown students who participate in before/after school programs have improved academically, increased their positive attitudes and behaviors that provide a direct link to success in school. This is especially true for struggling ELL students (McLaughlin, 2012; Miller, 2003, Hall, et. al, 2004). Upon reviewing the results from last year's NYSESLAT scores, the focus will remain on reading and writing with the intention of increasing the students' English language proficiency and academic achievement while addressing their listening and speaking skills as well.

The Tuesday/Wednesday program, has a start date of Wednesday, 11/12/14 and an ending date of Tuesday, 5/20/15, with direct instruction from 7:10 am to 8:10 am to a targeted group of thirteen 3rd to 5th grade students. The Wednesday/Thursday afternoon program has a start date of Wednesday, 12/10/14 and an ending date of Wednesday, 6/3/15, with direct instruction from 2:45 pm to 3:45 pm to a targeted group of thirteen K - 2 students. This Title III class size will offer students the opportunity for individualized instruction in a supportive and enriching environment. Eleven of the upper grade students were identified by their S'14 NYSESLAT scores, with additional data determined by their NYS ELA scores, while the two remaining students were identified by their F'14 NYSITELL scores. The students range in proficiency levels and include new arrivals as well as long term ELLS. Data from Pearson's Periodic exams will be reviewed throughout the year to target the needs of this focus group.

The program has been designed to add instructional support for the participating students. Title III is an enrichment program that addresses all four language processes; reading, writing, speaking, and listening. Besides providing test preparation for the NYSESLAT and for the New York State ELA Assessment, the students will learn how to use English in social situations as well as in academic functions; in the school setting and in the content areas. Differentiated activities will be incorporated in the instruction to address the different stages of language development. The Title III program is designed to assist the students in the development of key language skills, addressing English grammar, sounds, word forms, and word meaning.

The Title III program will be instructed by Mrs. Kearney, a New York State fully accredited certified and licensed TESOL teacher. English will be the language of instruction. Ms. Hanley, our Assistant Principal will supervise and assist in administering the program. The Tuesday, Wednesday program is the only Title III program held at our school at this time.

## Part B: Direct Instruction Supplemental Program Information

Aligning our instruction to the Common Core Standards, we will utilize units of study specifically geared for Grades K-5; units are themed-based programs, providing leveled texts with guided practice books. Audio CD recordings of the text support a differential approach while developing the listening skills necessary to reach English language proficiency. The programs also provides a parent involvement component with useful tips and engaging activities to support literacy and language learning at home. Assessment is a vital component built within the series that will have a direct impact on instruction. The series of books will focus on fictional and non-fictional literature while improving the students' language and writing skills. Themes range from animal studies, to our bodies, to city life, our country and ultimately concluding with a global perspective. The program emphasizes higher-order thinking through the use of graphic organizers, guided and independent reading practice.

Coupled with the units, our school will use Houghton Mifflin Harcourt's Rigby's On Our Way to English, comprising of content-based units that focus on developing oral language, while building reading and writing skills. Differentiated reading instruction is integrated in the curriculum, along with a comprehensive assessment tool. On Our Way to English is designed for the students to refine the skills they need to become progressively more proficient in understanding and using the English language. The program will supplement quality classroom instruction with technology support that is offered through software materials for beginner and newcomer ELL students. Research has shown that incorporating technology in our instruction will help prepare our students with the know-how and skills that they need to succeed in today's society.

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

## Part C: Professional Development

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

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

Begin description here: The rationale of our professional development program plan is to provide ongoing high-quality rigorous opportunities in which skills and strategies can be developed to enhance Title III instruction as well as improve overall school wide performance. Mrs. Kearney, our TESOL certified teacher will be attending professional development workshops offered through the OTELLE. She will be participate in the "Response to Intervention (RTI) Interactive Online Course" and will take part in events offered by Office of English Language Learners. The developed skills and instructional resources acquired at these workshops will be turn-keyed throughout the year, namely on Monday and Tuesday's during scheduled learning opportunities, monthly team meetings and on staff development days. In addition, our ESL teacher will meet with the classroom teachers of the targeted ELLs on a weekly basis to collaborate and share ideas on best practices and student achievement. The aforementioned professional development opportunities will be conducted in English and will be supplemental to the school's general Professional Developmental Plan. The Department of English Language Learners (DELLSS) offers a number of resources; publications and

### Part C: Professional Development

videos that can be explored and turn-keyed by our ESL teacher Mrs. Kearney to our classroom teachers.

Date: January 30, 2015

Topic 1: Developing and Implementing Sensory Diets

Rationale: This workshop will offer a visual sensory diet tool for immediate use in practice. Mrs. Kearney will develop effective communication and behavioral strategies to greater impact the challenges of the classroom. She will be exposed to using certain types of tactile objects, sounds and movement to help students stay focused and organized throughout the day.

Mrs. Audience: Chris Kearney

Date: A series starting February 10, 2015

Topic 2: E-Learning Interactive Workshops

Rationale: The interactive online courses provided by Houghton Mifflin Harcourt are designed by mathematics curriculum specialists who have in-depth product knowledge to provide teachers with engaging, authentic learning experiences. The interactive online course explore the CCLS for mathematics through the lens of the GO Math! program. Teachers will learn how the instructional resources support the teaching of Critical Areas and targets standards for successful integration into daily instruction.

Audience: Chris Kearney

Date: May 6, 2015

Topic 3: Writers as Readers

The workshop will be hosted by Lester Laminack. Chris will "examine some of the typical plateaus faced by developing writers in order to think through the source of those plateaus." The scaffolds developed by the author are aligned to the Common Core standards.

### Part D: Parental Engagement Activities

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

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

Begin description here: When parents are involved in their child's education, then the learning experience for the child is enhanced; therefore it is incumbent upon the school community to inform and educate families, especially our ELL families. Don Bagin, Donald R. Gallagher and Edward H. Moore (2008) agreed "A good school-community relations program should encompass the concept of a

## Part D: Parental Engagement Activities

partnership between the school and the parent". Therefore, we offer opportunities to partner with these families. Translation services are offered by our bilingual personnel who are available to assist the parents during the enrollment process and for all parent-school meetings. Also, we encourage parents to utilize outside resources and provide them with a listing of neighborhood-based ESL instructional adult programs. Moreover, our Parents' Association president makes a continual effort to include our ELL parents in the various school events that are held. Also, she attends the orientation meetings so she can introduce herself to the parents. The PA president, along with our parent coordinator, and ESL teacher facilitate building relationships by using the "buddy system". They join parents up so that the non-English speaking parents feel comfortable participating in and becoming actively involved in the school community. We are fortunate to have in our school many families that are willing to reach out and help each accumulate to the academic and social atmosphere within our community. In addition, we will host on-going parent workshops on Tuesday afternoons to help facilitate relationships. Topics will vary; we will target social interactions, daily communication skills, and how to help their child with homework. A take-home bag is prepared and given to each of the parents of our targeted students with their initial participation. This take-home bag empowers the parent with tools and means that are accessible to them, as it helps them support their child's social and academic growth. Bilingual guide books, dictionaries and trade books are included in the bag along with nutritional advice and other pertinent information. Parents are notified of these activities through a translated flyer or letter. Translation services are utilized as written correspondence and oral translations are offered to all parents who request such services. Translation services permit families to feel welcome and acknowledge their role as an integral part of our school community. Finally, our ESL room has a plethora of resources. For example, bilingual dictionaries, bilingual books, and bilingual parent guide books are readily available for all ELL parents.

A series of workshops will be offered on a monthly basis with the intention and design of empowering the parents of our English Language Learners through knowledge and language. The sessions will be held on Tuesday afternoons from 5 – 6pm to allow parents who are working the opportunity to attend the sessions after school hours. The ELL parents will also be given the opportunity to attend the same workshops earlier on the designated Tuesdays during our parent engagement slot of 2:35 – 3:15. Our ESL teacher Christine Kearney will be the presenter at each of the sessions.

Date: December 9, 2014

Topic 1: Heightening Awareness of DOE Resources

Rationale: The DOE website has a wealth of resources available for the parents of English Language Learners. This first workshop will introduce the parents to the website, to the bilingual capabilities of the website and how to navigate the website to access these resources. Activities, DOE workshops and resources for the Parents of English Language Learners will be explored. Parents will given a welcome take home bag that will empower the parents with tools and means that are accessible to them, as it helps them support their child's social and academic growth.

Audience: All members of the community, specifically geared toward to English Language Learning parents

## Part D: Parental Engagement Activities

Date: January 13, 2015

Topic 2: Read! Read! Read!

Rationale: The belief that reading to children in their first language promotes higher levels of reading achievement in English, is supported and documented by the National Reading Panel (2006). Parents will be encouraged to read and write with their children in their native language. Parents will take part in an activity that will demonstrate for them what proper reading looks like. They will be showed how questioning the text and graphics enhances the reading experience. Parents will be introduced to the bilingual books available here at the school as well as to upcoming project of creating one of their own.

Audience: All members of the community, specifically geared toward to English Language Learning parents

Date: February 10, 2015

Topic 3: Putting Theory into Practice

Rationale: After being shown a number of bilingual side by side books, parents will be invited to create a side by side bilingual book of their own. Parents will choose a book from a selection of their child's reading level and create a translated version that they can bring home and share with their child. Parents will have access to the laptops in the ESL room to aid in the translation of the text. This activity will be a hands-on learning experience for the parent, and once brought home it will be shared learning experience for the child.

Audience: All members of the community, specifically geared toward to English Language Learning parents

Date: March 10, 2015

Topic : Preparing for the Upcoming Parent Teacher Conferences

Rationale: Parents of English Language Learners are often reluctant to attend Parent Teacher Conferences because of their own insecurities with the language and procedure. This workshop will equip the parents with the questions they can present to the teacher to keep them engaged and informed. The DOE offers the top ten questions in bilingual bookmarks. These bookmarks will be distributed to the parents. Parents will be reminded of the translation services that we offer locally at our school and how to access the availability of translation services offered through the DOE Translation and Interpretation Unit.

Audience: All members of the community, specifically geared toward to English Language Learning parents involved in the morning and afternoon programs.

Date: April 28, 2015

Topic: Sharing and Celebrating!

**Part D: Parental Engagement Activities**

Rationale: Participating parents will be invited to bring their children in for this session. The parents and the students will be given the opportunity to share their created bilingual books. A paired reading of the books, in two voices, will celebrate the diversity of language and the beauty of a shared reading experience. This session will showcase the highlight of parent engagement and involvement.

Audience: Specifically geared toward to English Language Learning parents involved in the morning and afternoon programs.

**Part E: Budget**

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

Allocation Amount: \$11200

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.   |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>                                     | \$7344.04       | Teacher per session, afternoon program: 31 hours x 51.51= 1596.81<br>Supervisor per session, morning (April-June) (No other program in the building) program- 12 hours x 52.84= 634.08<br>Teacher per session, morning program: 49 hours x 51.51= 2523.99<br>Supervisor per session, afternoon program: 49 hours x 52.84= 2589.16 |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   | _____           | _____   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> | \$2,010.85      | On Our Way to English 1 x \$2,010.85  |
| Educational Software<br>(Object Code 199)   | \$229.15        | 1 x Headsprout x \$189<br>2 x Dictionary x \$20.07  |
| Travel  | _____           | _____   |

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| Budget Category | Budgeted Amount                           | Explanation of expenditures in this category as it relates to the program narrative for this title.  |
|-----------------|---|--|
| Other           | \$1,063.16<br>517.25 Parental Involvement | Professional Development<br>\$219.00- Sensory Diet Workshop<br>\$239.00- Writers as Readers<br>\$605.00- 2 sessions of Interactive Go Math online courses<br>Parental Involvement<br>1 teacher x 5 hrs. x \$50.45= 252.25<br>1 supervisor x 5 hrs. x \$53.00= 265.00 |
| <b>TOTAL</b>    |   | _____  |

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

|   |                         |                          |
|---|-------------------------|--------------------------|
| District <b>22</b>                            | Borough <b>Brooklyn</b> | School Number <b>222</b> |
| School Name <b>Katherine R. Snyder School</b> |                         |                          |

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>863</b> | Total number of ELLs | <b>48</b> | ELLs as share of total student population (%) | <b>5.56%</b> |
|--|------------|----------------------|-----------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |    |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs                    | 48 | Newcomers (ELLs receiving service 0-3 years) | 38 | ELL Students with Disabilities | 18 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 10 | Long-Term (completed 6+ years) | 0  |

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

|               | ELLs by Subgroups |      |     |                  |      |     |                                    |      |     | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
|               | ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     |       |
|               | All               | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |
| TBE           | 0                 |      |     | 0                |      |     | 0                                  |      |     | 0     |
| Dual Language | 0                 |      |     | 0                |      |     | 0                                  |      |     | 0     |
| ESL           | 38                |      | 11  | 10               |      | 7   | 0                                  |      |     | 48    |

| ELLs by Subgroups   |           |          |                  |           |          |                                    |          |          |          |           |
|---|-----------|----------|------------------|-----------|----------|------------------------------------|----------|----------|----------|-----------|
| ELLs (0-3 years)  |           |          | ELLs (4-6 years) |           |          | Long-Term ELLs (completed 6 years) |          |          | Total    |           |
| All   | SIFE      | SWD      | All              | SIFE      | SWD      | All                                | SIFE     | SWD      |          |           |
| <b>Total</b>  | <b>38</b> | <b>0</b> | <b>11</b>        | <b>10</b> | <b>0</b> | <b>7</b>                           | <b>0</b> | <b>0</b> | <b>0</b> | <b>48</b> |
| Number of ELLs who have an alternate placement paraprofessional: <u>5</u> |           |          |                  |           |          |                                    |          |          |          |           |

**C. Home Language Breakdown and ELL Programs**

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

\*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    |          |
|  | ELL      | EP       |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish      |          |          | 3        | 3        | 2        | 2        |          |          |          |          |          |          |          | 10        |
| Chinese      | 2        | 3        |          |          | 2        | 1        |          |          |          |          |          |          |          | 8         |
| Russian      | 2        | 2        |          | 2        | 1        | 1        |          |          |          |          |          |          |          | 8         |
| Bengali      |          |          |          |          |          | 2        |          |          |          |          |          |          |          | 2         |
| Urdu         | 3        | 3        | 3        |          |          | 1        |          |          |          |          |          |          |          | 10        |
| Arabic       | 1        |          | 1        |          | 2        |          |          |          |          |          |          |          |          | 4         |
| Haitian      |          |          |          | 1        | 1        |          |          |          |          |          |          |          |          | 2         |
| French       |          |          |          |          |          | 1        |          |          |          |          |          |          |          | 1         |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          |          | 2        |          | 1        |          |          |          |          |          |          |          |          | 3         |
| <b>TOTAL</b> | <b>8</b> | <b>8</b> | <b>9</b> | <b>6</b> | <b>9</b> | <b>8</b> | <b>0</b> | <b>48</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

|                 | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Beginner(B)     | 3        | 1        | 1        | 1        | 1        | 5        |          |          |          |          |          |          |          | 12        |
| Intermediate(I) | 2        | 2        | 5        | 2        | 4        | 1        |          |          |          |          |          |          |          | 16        |
| Advanced (A)    | 3        | 5        | 3        | 3        | 4        | 2        |          |          |          |          |          |          |          | 20        |
| Total           | <b>8</b> | <b>8</b> | <b>9</b> | <b>6</b> | <b>9</b> | <b>8</b> | <b>0</b> | <b>48</b> |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/         | <b>B</b>          |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING            | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/<br>WRITING | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3                     | 7       | 2       |         |         | 9     |
| 4                     | 4       | 1       |         |         | 5     |
| 5                     | 2       | 1       |         |         | 3     |
| 6                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

**NYS Math**

| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     | 4       |    | 4       |    | 1       |    |         |    | 9     |
| 4                     | 3       |    | 2       |    | 1       |    |         |    | 6     |
| 5                     | 2       |    |         |    |         |    | 1       |    | 3     |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

**NYS Science**

|   | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
|   | English | NL | English | NL | English | NL | English | NL |       |
| 4 |         |    | 5       |    | 1       |    |         |    | 6     |
| 8 |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 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 Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other _____                  |                            |                 |                             |                 |
| Other _____                  |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

| Native Language Tests      |   |                        |                        |                        |   |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
P.S. 222 utilizes The Fountas & Pinnell Benchmark Assessment System to evaluate early literacy skills. It skillfully links assessment to instruction along The Continuum of Literacy Learning. It is a comprehensive system comprised of one-on-one assessment that matches students' instructional and independent reading abilities to the F&P Text Level Gradient. The results for our ELL's are as follows: Out

of the eight Kindergarten students, 4 mastered letter recognition while 2 mastered the ability to articulate the letter sounds. For our seven first grade students, 3 mastered reading level B, 3 mastered reading level C, and 1 mastered reading level D. Out of our nine second grade ELL's, 1 mastered reading level A, 1 mastered reading level C, 4 mastered reading level E, 2 mastered reading level G, and 1 mastered reading level J. Out of our four third grade ELL's, 1 mastered reading level B, 1 mastered reading level F, 1 mastered reading level G, and 1 mastered reading level I. Out of our seven fourth grade students, 1 mastered reading level D, 3 mastered reading level L, 1 mastered reading level N, 1 mastered reading level O, and 1 mastered reading level P. Out of our seven fifth grade ELL's, 3 have yet to master a level, 1 mastered reading level K, 2 mastered reading level L and 1 mastered reading level. The data reflects a varying degree of mastery within the equivalent grade level. These data will determine our action plan. More support will be offered to these students during the school day as well as morning and afternoon programs. Our action plan includes formalized systems to provide differentiation within each lesson of every literacy and math unit. For example, teacher might offer a color coded system to differentiate types of words, present materials on tape or provide visual cues to foster success. P.S. 222 continually monitors ELL student progress through formal and informal assessments, and systematically adjusts instruction based on a variety of evidence and data.

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

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSELAT combined modality sets analysis breakdown has not been released by SED. However after considering our high proficiency rate, coupled with an analysis of the four modality scores, we believe P.S.222's overall Annual Measurable Achievement Objectives would be reached. The high percentage of students who attained proficiency coupled with nineteen students who progressed from one level to the next, would contribute to the school's Adequate Yearly Progress (AYP). A quick checklist of ranking the students' individual modalities scores from lowest to highest revealed that 31 out of the 38 students who remained in the program and who took the NYSESLAT exam last spring, received their lowest score in Writing, 21 students had Reading as their second lowest score, 23 had Listening as their second best score while 28 students had their best scores in Speaking. The implication of data will focus instruction on improving the students' writing skills followed by improving their reading comprehension.

4. For each program, answer the following:

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

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

test, five received a Level 2 and one received a Level 3.

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

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

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

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

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

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

The child's second language development is continually considered in instructional decisions. Drawing upon cultural differences while highlighting the commonalities among the students is a continual thread found throughout daily instruction. For example, the first unit of instruction each fall, reinforces the theme of "cultural unity". Grade appropriate materials are used to reinforce the belief that we are collectively citizens of the world. We have shared responsibilities and we each have something to offer to the other. The concept of learning from each other and acknowledging the unique and individual experiences that each student brings to the classroom is a common theme built into instruction. We are aware of the struggles that a new arrival may encounter and have prepared a welcome kit that includes classroom labeling references and illustrated sheets with survival phrases, questions and commands. Included in the packet are also mini book activities with "The Pledge of Allegiance" and "The Star Spangled Banner" script on them. We are aware of the students different entry points. We plan instruction and prepare materials accordingly, we provide differential instruction. A new arrival who is proficient in his or her first language will receive a bilingual dictionary and access to a laptop that can be used in their classroom for direct translation. Glossaries are created for content area support; e.g.: Science, Math and Social Studies.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

We evaluate the success of our ESL program by monitoring, analysing and revising our instruction according to data. We ask ourselves - who are our incoming students? What needs do they have? How can we meet their needs? We look for patterns and for exceptions to those patterns. Last year our TESOL teacher went to a workshop on using the Title III AMAO Estimator Tool and we are hoping to utilize the tool this year once the RNMR report becomes available. Currently we are using the RLAT to access the ELL

students performance. We look at the history of each student's proficiency levels, documenting the growth and addressing the lags. If we see that Listening or Writing is lacking, then we plan instruction to address that concern. The RLAT has scores back to the Spring 2011. For further data, we reference ARIS for the past performance of ELLs and FELLs.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
During registration, an informal oral interview is conducted with the parent/guardian and student by the license TESOL, Christine Kearney, or by a school administrator, Kathleen Snow or Tara E. Hanley. The interview is conducted in English or in the parents' native language, with the assistance of a translator or translation services. Both the parent and child is interviewed. The child is engaged in an informal and friendly conversation. The child's responses allow the TESOL and or administrators to determined how much English is spoken and how much English is understood. The interview with the parent includes the procedures of the registration process and an informal conversation. The informal interview is a procedure that is followed as protocol while identifying a potential English Language Learner. All of our parents complete a Home Language Survey (HLIS) at registration, in English or the parents' native language. This form is thoroughly explained during the interview process and is used to identify the children who speak a language other than English at home.  
Based on the HLIS form and the parent interview, students who speak a language other than English are identified and administered the LAB-R within ten days of admission. The LAB-R is administered by our licensed TESOL. The Spanish LAB is administered by our Spanish speaking I.E.P. teacher, with the assistance of the TESOL to students who are identified as ELLs. The students who score below the determined proficiency level are identified as English Language Learners and are scheduled to receive ESL instruction based on their proficiency level. Beginning and intermediate students receive 360 minutes of ESL instruction per week; advanced students receive 180 minutes of ESL instruction per week.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
After students are identified as English Language Learners, the parents receive a written notification in their home language. They are invited to an orientation which is held within the first ten days of enrollment. We make every effort to have translators attend the orientation to ensure that the parents understand all three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. As new admits are registered, orientations are conducted year round, as needed. The orientations are conducted by our TESOL teacher, Christine Kearney, with the assistance of our parent coordinator, Chris O'Neill. During the orientation, the three program choices are discussed with the parents and the orientation video is shown. We provide literature about program choices in their native languages. Parents complete a "Parent Survey and Program Selection" form at the conclusion of the orientation.  
Our Parent Coordinator, Chris O'Neill and our ESL teacher, Christine Kearney provide outreach to our English Language Learners' parents. If a parent cannot attend our Orientation session, the parent will be called and they will schedule an individual session. Both the Parent Coordinator and the ESL teacher are available to answer questions that parents have about the program choices. The timeline for conducting the orientation and for obtaining the parent choice selection form is within the first ten days of school or within the first ten days of the student registering for late enrollments.  
Within the first twenty days, the ELPC screen is completed on ATS, indicating the student's eligibility for ESL services and the parent's program selection choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
During the orientation session, parents are given a Parent Survey and Program Selection Form in their native language when available. Our ESL teacher and our parent coordinator reach out to parents to ensure that the Parent Survey and Program

Selection Forms are promptly returned. We employ translation and interpretation services for written and verbal communications, when needed. If this form is not returned, we follow up with additional requests. Ultimately, we inform the parents that the default program for ELLs is Bilingual Education, as per CR Part 154. The original Parent Survey and Program Selection Form is collected by the TESOL and then filed in the student's cumulative record. A xerox copy of the Parent Survey and Program Selection Form is filed with a xerox copy of the Home Language Survey that is kept with the TESOL's records.

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

ESL students are evaluated annually using the NYSESLAT examination, which is administered by the licensed TESOL, Christine Kearney and another licensed pedagogy. The assessment measures the progress of our English Language Learners as they strive for English language proficiency in speaking, listening, reading and writing. The test is administered in four sessions, one for each modality. The first section, the Speaking section is administered to the students individually by a teacher other than the ESL teacher. The scores are recorded on the student's speaking score sheet and then later transferred to the Writing grid for submission. The following subtests: Listening, Reading and Writing sections are scheduled in the order that is recommended by the State. These subtests are administered to students in small groups. Students that are absent for one or more subtests are given the opportunity to take a make up missed sub-test at another time. Before testing begins, a schedule for the administration of the NYSESLAT is mapped out by the ESL teacher with the assistance of an administrator. It is made certain that there is ample time for the administration of make ups, all within the designated testing window. Testing protocols are followed to ensure the validity of the examinations.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Historically, the vast majority of our parents have requested Freestanding ESL programs as their first choice for their children. This year we have one transfer student who attended a Dual Language program in Queens. Upon registration here at P.S. 222, we told the parent that we do not have a Dual Language Program but would put the child's name on a Bilingual Choice list. We informed the parent that if or when we have a sufficient number of students with the same language request we will open a bilingual class. This fall we had ten parents choose Freestanding ESL and the fore mentioned transfer student who came from a Dual Language program. In addition to our Freestanding English as a Second Language Program we offer Alternate Placement Paraprofessionals for native language support for special education students who have bilingual placement marked on their IEPs. Currently, 5 out of 18 SWDs have alternate placement paraprofessionals. We will continue to monitor Program Selection Forms to ensure we address the requests of our parents.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

P.S. 222 has a Freestanding English as a Second Language Program in grades Kindergarten through Fifth Grade.

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

We ensure that the ELLs are appropriately evaluated in all four modalities of English acquisition by taking part in the Pearson Periodic Assessments. This assessment evaluates the child's Listening, Reading and Writing skills. Additionally each child is individually tested annually with the Rigby ELL Assessment Kit, published in cooperation with TESOL, Inc. This evaluation provides authentic in-classroom authentic assessment in the domains of Listening, Speaking, Reading, and Writing. The results inform instruction and support our students' academic progress. All ELL students receive the same access to grade level, rigorous instruction, which is modified depending on need. The ELL students receive differentiated instruction by teaching for understanding. Through the use of essential questioning we foster higher order thinking and promote self-assessment and reflection. The TESOL, classroom teachers and cluster teachers differentiate instruction based on individual needs. Our staff evaluates data of ELL students, including running records, interim assessments, classroom assessments, observations and articulation to plan for differentiated instruction. For example, every ELL student is placed in a guided reading group based on Fountas and Pinnell and DRA results, In mathematics, a small group instruction is provided based on need. Center activities provide additional differentiated support in reading, writing and mathematics. In all content areas, teachers create vocabulary cards and bilingual glossaries.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

**attaining proficiency on the NYSESLAT**

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

P.S. 222 uses curricular, instructional and scheduling flexibility to meet the diverse needs of our ELLs with disabilities. We provide instruction within the least restrictive environment. Our TESOL provides push-in support into classrooms when scheduling allows. In addition, we have both heterogeneous and homogenous grouping, depending on the needs of the students. The ESL program schedule was created with care to ensure that ELLs with disabilities are able to receive their ESL mandates in addition to their IEP mandated therapies.

**Courses Taught in Languages Other than English ⓘ**

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

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

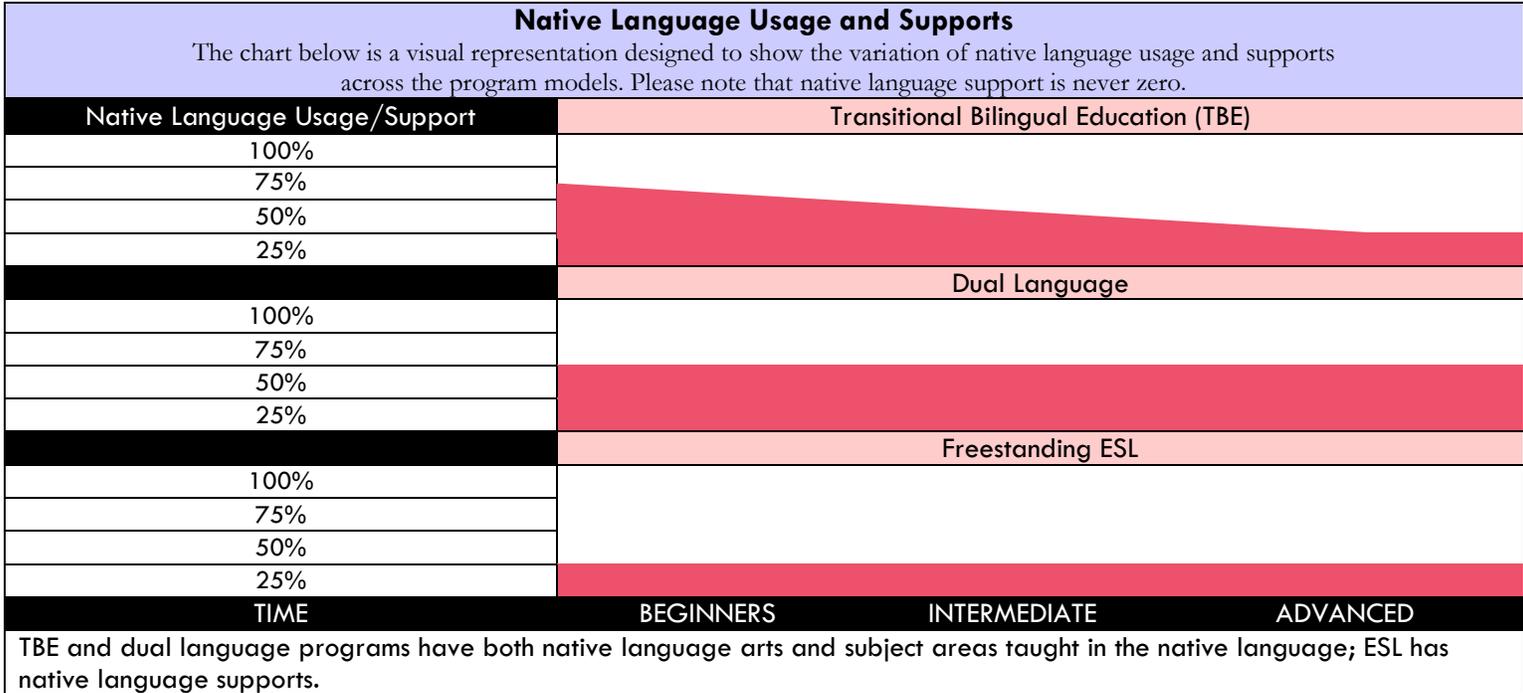
| Class/Content Area    | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | N/A                        |                    |               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

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

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

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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- P.S. 222 offers targeted intervention programs for ELLs in Mathematics, ELA, and Science. These interventions are taught in English, with native language supports. We offer a morning mathematics support program for ELLs in Grades 3-5. This program meets two times per week for 1 hour each day. In addition, selected ELLs will receive Academic Intervention Services in mathematics. We provide Extended Day instruction for ESL students in ELA two afternoons a week for 38 minutes. In addition, selected ELLs will receive Academic Intervention in ELA. Our Science Teachers provide additional support to fourth grade ELLs during their administration period to review for the New York State Science Examination.
- We offer a variety of intervention services that are research based. These include New Heights, Foundations, and Great Leaps. We use technology programs such as Reading Plus Fluency, V-Math Live, Earobics, Headsprout, Pebble-Go, and Ticket to Read to support and enhance learning.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We purchased the research based program, On Our Way to English. The curriculum is based around themes that attend to both content and language development. The program encompasses assessment, direct vocabulary instruction, phonetic awareness and instruction, oral language development and the building of reading and writing skills. Built into the curriculum, are multiple points of entry, differential instruction that support all of our students.
11. What new programs or improvements will be considered for the upcoming school year?
- The school is very excited in our initiative to develop curriculum based on the Common Core Learning Standards. Collectively teachers are working across the grades on vertical teams to develop lessons that answer directly to challenges that the standards present. Our expectations are high as we dive into providing rigorous, yet supportive instruction. Tapping into the "Habits of Mind" and highlighting the "Academic and Personal Behaviors" of Persistence, Engagement, Work Habits and Organizational Skills, along with Communication, Collaboration Skills and Self Regulation, aid in student success; All students: mainstream, SWDs, ELLs and FELLs benefit from these initiatives.
12. What programs/services for ELLs will be discontinued and why?
- The TESOL teacher used the Pearson/Longman's "Backpack" series for grades Kindergarten and 1<sup>st</sup> but has decided not to use it again this year. Directed towards primary learners, the story line is an (ABC) adventure story that introduces a cast of characters which builds on the story elements of creating a setting, developing a plot, while presenting a problem and a solution. Although it is entertaining for the children, there is no non-fiction component in the series.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all specialized services and programs. Notices about these services are sent home in the parents' native language. Many of our ELLs are members of our chorus, school band, art club, and student council. In addition, ELLs have equal opportunity to participate in our StoryTelling Contest, Mock Trial, and school plays.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have many instructional materials to support our ELLs. Bilingual dictionaries, glossaries, and thesaurus' are available for student use. In addition, our ESL teacher has a wealth of trade books that reflect the many cultures from around the world and non-fiction texts to support content area instruction. Grade level content is supported through alternate text sets, which provide social studies and science grade level content on the students' reading levels. The ESL room is a print rich environment that is filled with authentic charts and labels. We utilize technology to support our ELLs by implementing Leap Frog, Earobics, Reading Plus Fluency, Ticket to Read, Pebble Go and V-Math Live.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided through the use of glossaries, bilingual dictionaries, and technology programs. We distributed Apple ipads to the ELLs who are literate in their first language so that they can easily access translation services that will translate unknown words or phrases for them. The students use the ipads in their classroom and carry their ipad to the Science lab, library or ESL class. We purchased the Spanish Edition EnVision Mathematics textbook for our Spanish speaking students. In the classroom, students use on-line bilingual translators to assist with oral and written communication. In addition, we assign bilingual paraprofessionals to support ESL students in the classroom and during extended day.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ESL students receive the required service supports in accordance with CR154 mandates. Students are grouped for ESL

instruction, with other students who are in the same or contiguous grades. In addition, we have purchased high interest/low readability texts for those upper grade ESL students who are at a lower reading level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All newly enrolled students receive a welcome letter from the principal prior to the beginning of the school year. It outlines the school routines, hours and schedules. In addition, we mail out a supply list so that families can purchase supplies when it is most convenient for them. During registration, if a parent requests translation services, these materials will be sent in the home language. DOE bilingual welcome booklets are distributed to the parents at time of registration.

18. What language electives are offered to ELLs?

At this time, we do not offer language electives for any student at P.S. 222.

19. For schools with dual language programs:

- 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)?

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

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

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

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

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

## **Part VI: LAP Assurances**

School Name: P.S. 222

School DBN: 22K22

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

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

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

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

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

Cluster: 6 Network: CFN 605

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

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

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

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

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

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

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

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

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

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

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

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

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