

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q022

School Name:

P.S. 22Q THOMAS JEFFERSON SCHOOL

Principal:

JENNIFER MEYER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 25Q022
School Type: Public School Grades Served: Pre-K - 5
School Address: 153-33 Sanford Avenue, Flushing, NY 11355
Phone Number: 718-762-4141 Fax: 718-358-1260
School Contact Person: Jennifer Meyer Email Address: JMeyer5@schools.nyc.gov
Principal: Jennifer Meyer
UFT Chapter Leader: Daniel Federico
Parents' Association President: Laura Kavourias
SLT Chairperson: Daniel Federico
Student Representative(s): _____

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11364
Superintendent's Email Address: DDimang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore, I.A.

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Meyer	*Principal or Designee	
Daniel Federico	*UFT Chapter Leader or Designee	
Laura Kavourias	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ellaina Despotoulis	Member/ Teacher	
Dianne Lobasso	Member/ Teacher/Data Specialist	
Monique Ambrose	Member/ Teacher	
Angie Maniotis	Member/ Parent	
Amy Soler	Member/ Parent	
Hammerton Joseph	Member/ Parent	
Melissa Torres	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS22Q is a Title I, elementary (Pre-K to 5) school, located in Flushing, Queens. We serve a population of over 800 children, most of whom are immigrants, including first-generation. Our students represent the multi-ethnic, multicultural neighborhood of Flushing, where many new immigrants arrive daily. There are over 25 nationalities represented among our students. Over 38% of our children are English Language Learners and over 80% of them come from homes in which languages other than English are spoken. Chinese (mostly Mandarin, but also Cantonese and other Chinese dialects) and Spanish are the predominant languages spoken by our students. However, we also have students who speak Korean, Pashtu, Urdu, Bengali, Punjabi, Russian, Albanian, and Nepali.

Our vision is to create a highly collaborative environment, among staff, parents, and children, in which we prepare students for college and career readiness by attending to the *whole* child. We employ research-based best practices while piloting new academic programs and interventions to provide students with various avenues to success in school and in life. Our high expectations for student performance, in tandem with NYS Common Core State Standards, are routinely communicated to all relevant parties as part of our daily practicum.

PS22Q has received the NYS Rewards School designation for two consecutive years. Additionally, we have received "A" ratings from the New York City Department of Education for 5 years in a row.

Despite our pattern of excellence, we recognize the ever-changing nature of students, families, and pedagogy. Therefore, we have considered avenues of continued improvement and we have chosen the following areas of focus for the 2014-15 school year: 1) increasing the number of ELL students attaining proficiency on the NYSESLAT by providing professional development for all teachers in the implementation of effective ESL scaffolds, monitoring the implementation of such scaffolds through the Advance observation system; 2) engaging all students in meaningful classroom conversations, as measured by participation in small group and whole class conversation periods; 3) implementing strategies, indicated in the schoolwide instructional focus, as measured by a 5% improvement in Advance ratings in component 3c (Engaging Students in Learning); 4) providing differentiated support systems for all students, including those at risk and those at enrichment levels, by improving students' progress rate on the NYS ELA and Math assessments by 2%; and 5) communicating with parents, via written correspondence, on a regular, frequent basis by providing them with monthly curriculum newsletters and assessment-specific, individualized performance letters, as measured by a needs-assessment survey distributed in May, 2015.

All of the above goals have been determined after careful consideration of our school data and a commitment to effectively creating a learning environment of professionalism and academic rigor within the context of comraderie, mutual respect, and shared trust.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our 2013-14 work with the Danielson’s Framework for Teaching, as well as the Advance observation system, we have found that component 3b, using questioning and discussion techniques, has been a challenge. Teachers were asking higher order questions, however, students – particularly our ELLs – were having difficulty expressing responses and discussing them at length.

Additionally, a review of the 2014 NYSESLAT scores showed the speaking component to be a weakness, holding many students back from attaining proficiency. Our MOSL ratings also reflected student progress and performance for our ELLs to be a weakness.

Historically, our Progress Reports have indicated a weakness in the area “closing the achievement gap for subgroups, including ELLs.”

Our most recent Quality Review indicated that school leaders and faculty strongly align curricula to CCSS, thereby promoting college and career readiness for all students. Students of all performance levels and subgroups are exposed to carefully planned, rigorous, yet differentiated instruction. This being the case, clear evidence of the Danielson Framework for Teaching can be found across the vast majority of classrooms, in both teaching practice and student work performance. Additionally, P.S. 22Q has recognized the need for ongoing, meaningful, frequent communication and collaboration among school leaders, faculty, and parents. Consequently, our high expectations and a mutual accountability for meeting them are known and supported. With regard to professional culture, P.S. 22Q has achieved a high level of collaboration among faculty, resulting in school-wide instructional coherence. Key elements of teacher work are routinely analyzed and refined, and effective teacher leadership roles have been implemented. Our collaborative culture has engendered the use of common assessments that clearly track and reveal student progress within and across the years.

Informed by Capacity Framework Element, “Rigorous Instruction,” and current demographic data, academic data, and our most recent Quality Review, there is a need to develop more refined language function and structure scaffolds to encourage all students, especially ELLs, to engage in meaningful classroom conversation around academic and social content. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to improve instruction for our English Language Learners we will provide professional development for all teachers in the implementation of effective ESL scaffolds so that by June 2015 there will be a 3% increase in the number of students moving up at least one level (i.e. beginner to intermediate) as measured by the New York State English as a Second Language Achievement Test (NYSESLAT).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Instructional Actions/Strategies/Activities</p> <p>Teachers will analyze results of 2014 NYSESLAT to determine specific areas of weaknesses for ELLs.</p> <p>Based on findings, school leaders and teachers will develop a Professional Development Calendar.</p> <p>Teachers will conduct running records with students and confer with them to establish goals and a sense of accountability toward meeting those goals.</p> <p>Teachers will differentiate ELA strategies for students, conduct strategic small group instruction, provide print-rich classroom environments, implement ways to monitor individual participation in classroom conversations, and create language structure prompts (verbal and written) to assist students, especially ELLs, with the formulation of appropriate, meaningful responses. These instructional supports will be provided with the research-based framework of TC's workshop model of literacy instruction.</p> <p>Teachers will use Thinking Maps to help students organize their thinking and, thereby, scaffold conversational and written work.</p> <p>Teachers will implement research-based technological programs (Reading Eggs and Imagine Learning) to improve ELLs language acquisition and speaking. School leaders will monitor student progress through routinely collected data, such as Individual Student Level charts, Progress Reports, Report Cards, and the Advance observation process.</p> <p>Vertical Teacher Teams analyze curriculum and devise plans for implementation and modification, providing for multiple entry points and increasing rigor in instruction aligned with best teaching practices and the CCSS.</p>	<p>All teaching and support staff.</p>	<p>September 2014 through June 2015</p>	<p>School leadership, CFN 207 specialists, TC Staff Developers, Vertical Teacher Teams, ESL Teachers</p>

<p>Professional Development</p> <p>Teachers will attend professional development sessions, offered by TC, CFN207 specialists, and the NYCDOE Department of ELLs, regarding the implementation of effective ESL scaffolds.</p> <p>Teachers will learn, turnkey, and implement ELA strategies in accordance to their students' areas of strength/weakness.</p> <p>School leaders, Parent Coordinator, and ESL teachers will develop parent workshops to communicate best strategies for home practice.</p> <p>ESL teachers will provide teachers with professional development focused on understanding the expectations of the NYSESLAT, language acquisition and implications for instruction, and content and language goals aligned to CCSS, for the implementation of effective scaffolds for ELLs.</p>	<p>School leaders, all teachers, parents of ELLs</p>	<p>September 2014 through June 2015</p>	<p>School leadership, teachers TC staff developers, CFN 207 specialists, NYCDOE Dept. of ELLs personnel, Parent Coordinator</p>
<p>Additional Programming for ELLs</p> <p>Title III ESL Earlybird and Afterschool to provide additional instructional time and strategies practice, with a focus on test preparation, vocabulary building, and language acquisition.</p> <p>Newcomer Program provides newly arrived children with additional opportunities for language acquisition and communication within a small group setting.</p> <p>Special trips for ELLs to provide exposure to settings and experiences beyond the school community.</p>	<p>Selected teachers and selected ELLs</p>	<p>September 2014 through June 2015</p>	<p>School leadership, ESL teachers, parents of ELLs</p>
<p>Teacher-Parent-Student Bonding Opportunities</p> <p>Students are encouraged to attend parent-teacher conferences with their parents as a means of fostering home-school connections.</p> <p>Teachers routinely encourage parent participation in trips, holiday celebrations, class/school performances.</p> <p>School leaders and teachers routinely provide students and parents with communications (translated as necessary) regarding school events, curriculum items, and helpful strategies for conversational building.</p> <p>All staff work together with SBST, guidance, SAPIS, and Parent Coordinator to ensure student safety, academic accountability, and appropriate behavior. PTA provides opportunities for parents to engage in the school environment, by offering opportunities, such as Bingo Night, for school leaders, parents, teachers, and support staff to engage within social contexts.</p>	<p>School leaders, parents, students, teachers, Parent Coordinator and support staff</p>	<p>September 2014 through June 2015</p>	<p>School leadership, PTA, Parent Coordinator, teachers</p>

Teachers volunteer to work at Family Literacy Night, Math And Science Night, and other events planned by the PTA.			
Tuesday afternoon workshops including English classes for parents, homework help, math games, and monthly themed workshops.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Schedule adjustments and substitute coverage to facilitate PD Common prep time Technological support for Imagine Learning and Reading Eggs licenses Use of teacher teams, peers, TC and CFN 207 specialists Additional collaborative planning time The Danielson Framework and Advance for teaching evaluations Translation resources Utilizing licensed ESL staff members and members of the ESL Committee to provide staff development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, there will be a 1.5% increase in ELLs demonstrating progress in the 4 ELA modalities, as measured by Individual Student Reading Level Charts, student writing scores on published work, and the “ESL” section of Progress Reports. School leadership, ESL staff, and the data specialist will review the percentages of ELLs who have demonstrated progress in the 4 modalities.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our 2013-14 work with the Danielson’s Framework for Teaching, as well as the Advance observation system, we have found that component 3b, using questioning and discussion techniques, has been a challenge. Students were not demonstrating progress in participation in classroom conversations. Furthermore, ELLs experienced difficulty entering into meaningful conversations with peers.

Additionally, a review of the 2014 NYSESLAT scores showed the speaking component to be a weakness, holding many students back from attaining proficiency.

Our MOSL ratings reflected student progress and performance to be a weakness for ELLs.

Historically, our Progress Reports have indicated a weakness in the area “closing the achievement gap for subgroups, including ELLs.”

Our most recent Quality Review indicated that school leaders and faculty strongly align curricula to CCSS, thereby promoting college and career readiness for all students. Students of all performance levels and subgroups are exposed to carefully planned, rigorous, yet differentiated instruction. This being the case, clear evidence of the Danielson Framework for Teaching can be found across the vast majority of classrooms, in both teaching practice and student work performance. Additionally, P.S. 22Q has recognized the need for ongoing, meaningful, frequent communication and collaboration among school leaders, faculty, and parents. Consequently, our high expectations and a mutual accountability for meeting them are known and supported. With regard to professional culture, P.S. 22Q has achieved a high level of collaboration among faculty, resulting in school-wide instructional coherence. Key elements of teacher work are routinely analyzed and refined, and effective teacher leadership roles have been implemented. Our collaborative culture has engendered the use of common assessments that clearly track and reveal student progress within and across the years.

Informed by Capacity Framework Element, “Supportive Environment,” current data, and our most recent Quality Review, there is a need to provide additional opportunities for ELLs to socialize within academic and social environments. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to increase the ability of all students to participate in classroom discussions and apply higher order thinking skills across the curriculum teachers will create rigorous lessons that deepen understanding where students participate effectively in a range of conversations and collaborations, present information, findings and supporting evidence such that listeners can follow the line of reasoning so that by June 2015, students will be rated effective or highly effective on a school-created rubric aligned to Danielson component 3b and the Common Core Learning Standards for Speaking and Listening.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional Actions/Strategies/Activities</p> <p>Teachers will review 2014 NYSESLAT results to determine areas of strengths and weaknesses for ELLs.</p> <p>Based on findings, school leaders and teachers will develop a professional development schedule to address the areas of weaknesses for ELLs.</p> <p>Teachers will provide additional conversation time within the read aloud period, implementing “wait/processing time” for student responses.</p> <p>Drama specialist will implement lessons to improve students’ presentation self-esteem, speaking, and listening skills during drama class and Drama Club.</p> <p>Teachers will collaborate on grade and on Vertical Teacher Teams to develop and implement a common language and best practices for effectively scaffolding accountable talk and developing sophisticated questioning and discussion techniques throughout all curriculum areas.</p> <p>Vertical teams and teachers will refine curriculum, creating adaptations for ELLs and SWDs.</p> <p>Students will receive direct instruction, modeling, and scaffolds from teachers to implement the best practices for participating in accountable talk and taking ownership of conversations, with teacher as facilitator.</p> <p>Teachers of the arts involve students of all levels in training and schoolwide performances which lead to additional venues for social and arts-related conversations.</p> <p>A team consisting of administration, classroom, and ESL teachers will work together to create a cohesive rubric to measure/monitor quality and quantity of students participation in discussions.</p>	<p>All teachers and students</p>	<p>September 2014- June 2015</p>	<p>School Leadership, Vertical Teams, all teachers, and support staff, Drama and Music teachers, Strings and Dance specialists</p>

Students will present the Pledge of Allegiance in the morning.			
<p>Professional Development</p> <p>Professional development will be provided through TC staff developers, CFN 207 specialists, and NYCDOE Department of ELLs.</p> <p>Teachers will turnkey information during Mondays, intervisitation periods, other scheduled timeframes.</p>	All teachers	September 2014- June 2015	School Leadership, teachers, TC staff developers, and CFN 207 specialists
<p>Additional Programming for ELLs</p> <p>ESL teachers will create experiences for ELLs by organizing special events, such as Broadway shows, Queens Museum, and the NY Hall of Science outside school hours.</p> <p>School leaders and ESL teachers have implemented a Newcomers' Program to provide additional time for language acquisition and vocabulary development for ELLs within small group settings.</p> <p>Imagine Learning and Reading Eggs On-line technology programs, for ELLS, will be implemented to allow students additional avenues of language acquisition and vocabulary development.</p> <p>Early Bird and After School Programs</p>	ELLs	September 2014-June 2015	School Leadership, ESL teachers, Technology Specialist
<p>Teacher-Parent-Student Bonding Opportunities</p> <p>Pizza Fridays to encourage social conversations between peers and school leaders</p> <p>Parent participation on trips and in school cafeteria</p> <p>PTA Family Nights and fundraisers</p> <p>ESL workshops for parents</p> <p>Teachers provide and review Spanish Go Math resources to parents and student, as necessary.</p> <p>SAPIS, Guidance, Parent Coordinator, and SBST staff coordinate meetings among students, teachers, school leaders, and themselves, during which communication among all parties is encouraged.</p> <p>Building non academic conversations into instruction</p>	Selected students, ELLs	September 2014-June 2015	School Leadership, teachers, PTA, parents, Parent Coordinator, SAPIS and guidance personnel, and SBST

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling for Vertical Team Meetings, PD
 Parent Coordinator scheduling for translation of documents to parents
 Discussion prompts to provide language structure
 Conversation Frequency Charts
 TC professional development calendar and funding

Rehearsal schedule for arts performances
 Go Math Spanish resources
 Reading Eggs and Imagine Learning licenses
 The Danielson Framework and Advance for teaching evaluations

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title III funding for staffing for ELL experiences outside the school day
 TC professional development funding
 Meal budget for Pizza Fridays

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, there will be a 50% increase in all students demonstrating progress in engagement of meaningful classroom conversations, as measured by Classroom Conversation Chart data and checklist.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our 2014-15 schoolwide instructional focus, which is to improve instruction and scaffolding techniques, for ELLs, that allow for:

- multiple entry points
- increased engagement
- vocabulary acquisition and transference to strengthen their performance and proficiency across all curriculum areas,

we determined that greater professional collaboration, among teachers on the same grade and across all grade levels, would be necessary to create and implement consistent, effective scaffolds, using common language, that allow for greater student engagement in learning, in accordance to Danielson component 3c.

Furthermore, our 2013-14 work with Danielson’s Framework for Teaching, as well as the Advance observation system, indicated that components 3b, Using Questioning and Discussion Techniques and 3c, Engaging Students in Learning have been a challenge. Students were not assuming their roles as leaders of classroom conversations and many ELLs, due to their limited English proficiency and social timidity, were disengaging from opportunities to speak or even experiment with English during academic conversations.

Additionally, a review of the 2014 NYSESLAT scores showed the speaking component to be a weakness, holding many students back from attaining proficiency.

Our MOSL ratings reflected student progress and performance for ELLs to be a weakness.

Historically, our Progress Reports have indicated a weakness in the area “closing the achievement gap for subgroups, including ELLs.”

Our most recent Quality Review indicated that school leaders and faculty strongly align curricula to CCSS, thereby promoting college and career readiness for all students. Students of all performance levels and subgroups are exposed to carefully planned, rigorous, yet differentiated instruction. This being the case, clear evidence of the Danielson Framework for Teaching can be found across the vast majority of classrooms, in both teaching practice and student work performance. Additionally, P.S. 22Q has recognized the need for ongoing, meaningful, frequent communication and collaboration among school leaders, faculty, and parents. Consequently, our high expectations and a mutual accountability for meeting them are known and supported. With regard to professional culture, P.S. 22Q has achieved a high level of collaboration among faculty, resulting in schoolwide instructional coherence. Key elements of teacher work are routinely analyzed and refined, and effective teacher leadership roles have been implemented. Our collaborative culture has engendered the use of many common assessments that clearly track and reveal student progress within and across the years. However, we need to lift the level of consistency across each grade so that both student-facing checklists and rubrics contain all key components of the CCSS as they relate to ELA.

Informed by Capacity Framework Element, “Collaborative Teachers,” current data, and our most recent Quality Review, there is a need for teachers to dedicate some of their collaborative time to compare student-facing checklists with CCSS-based rubrics to ensure coherence between both assessment tools across grades. Collaborative efforts in this area will

facilitate a greater degree of differentiation and specificity in the implementation of instructional strategies necessary to engage students in the learning process. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 90% of teachers and teacher teams will align assignments and assessments to instruction and create opportunities that challenge students to engage at higher levels of learning so that by June 2015 there is an overall increase of 5% on Danielson component 3c – Engaging Students in Learning as measured by ratings in the Advance system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Instructional Actions/Strategies/Activities <ul style="list-style-type: none"> • Teachers will participate in grade meetings and collaborative planning and inquiry work on Mondays and other scheduled days throughout the year to align checklists and rubrics and to create differentiated scaffolds based on inquiry findings. • Teachers and support staff will participate in in-house intervisitations to learn new practices and strategies for student engagement. • School leaders, teachers, and support staff will collaborate to provide students and families with academic information in translated formats. • Selected teachers will pilot Lightsail, a technology-driven, balanced-literacy program, analyzing data to create effective differentiated scaffolds for all students, including ELLs and students with disabilities. • Teachers will implement cohesive assessment tools and evaluate their continued suitability for student use. • School leaders will administer Advance observations and evaluate the results. 	School leaders, all teachers, support staff, and students	September 2014 through June 2015	School leadership, teachers, guidance counselor, SAPIS worker, Parent Coordinator, and SBST staff
Professional Development <ul style="list-style-type: none"> • School leaders, teachers, and support staff will participate in professional development on Mondays and other scheduled 	All staff members and students	September 2014 through June 2015	School leadership, teaching and support staff, TC staff developers,

<p>days.</p> <ul style="list-style-type: none"> Selected teachers will attend CFN 207 professional development sessions, NYC DOE workshops, an TCRWP calendar days, turnkeying information to colleagues. Guidance, SBST, and SAPIS staff will attend scheduled workshops around student behavior interventions and family issues, turnkeying information to pertinent staff on Mondays. 			CFN specialists, NYC DOE specialists
<p>Additional Programming</p> <ul style="list-style-type: none"> Selected teachers on grades 3-5 will pilot Lightsail, a technology-driven literacy program. In conjunction with Technology/Data specialist, ELLs will participate in technology-based programs, such as Reading Eggs and Imagine Learning. Students will engage in programs offered through partnerships, such as Flushing Town Hall, Brooklyn Conservatory, and Ballet Tech New ELLs will participate in the Newcomer Program, which provides opportunities for vocabulary development and language acquisition in small group settings. Day 7 Clubs provide students with opportunities to engage in personal areas of interest. STEM program will allow high-achieving students to explore science, technology, engineering, and math. Early-bird and Afterschool Test Preparation programs will be implemented to familiarize students with test language and protocols. 	All teachers and selected students	September 2014 through June 2015	School leadership, selected teachers, Technology/Data specialist, partnership organizations
<p>Teacher-Parent-Student Bonding Opportunities</p> <ul style="list-style-type: none"> Parents will be invited to participate in workshops focusing on curriculum areas, CCSS, and expected student outcomes. PTA Family Nights will provide opportunities for school leadership, families, and teachers to interact within the context of engaging educational activities, such as interactive read alouds and artistic performances. School leaders will work closely with the Parent Coordinator to ensure that events are communicated in various languages pertinent to our school population. Teachers will invite parents into classrooms to participate in special celebrations. School leadership welcomes parent visitations during school hours. Parent Coordinator often serves as communication liaison between school leadership, teachers, support staff and families in need of translation services. 	School leadership, all teachers, parents, and students	September 2014 through June 2015	School leadership, teachers, Parent Coordinator, PTA

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teaching staff
 Translators
 Licenses for Reading Eggs, Imagine Learning, and Lightsail
 iPads for students in Lightsail pilot program

Substitute or in-house coverage for additional planning time/time to attend meetings
 Smart boards
 Technology lab
 Art Room and art materials
 Musical instruments
 Performance space
 Meeting space
 Intervisitation schedule
 Common preps
 Scheduling for Vertical Team Meetings, PD
 Parent Coordinator scheduling for translation of documents to parents
 Discussion prompts to provide language structure
 TC professional development calendar
 Rehearsal schedule for arts performances
 Go Math Spanish resources
 The Danielson Framework and Advance for teaching evaluations

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Title III funding for staffing for ELL experiences outside the school day TC professional development calendar and funding Meal budget for Pizza Fridays									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, there will be a 2.5% increase in the number of teachers improving by at least one (1) performance level on Danielson component 3c – Engaging Students in Learning as measured by ratings in the Advance system.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Acknowledging declines in our 2014 NYS ELA, NYS Math, and NYSESLAT scores, we decided to focus on improving student progress through further differentiation of instructional supports, especially with regard to at-risk students and students in need of enrichment.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice in their content areas so that by June 2015 there will be an increase of 5% in the percentage of teachers responding Agree/Strongly Agree to the prompt, “I am receiving more frequent feedback about my performance” as measured by the NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Through district-wide collaboration teachers will attend professional development on a monthly basis specifically in their areas of content area expertise / focus.	Students performing above grade level standards	December 2014 through June 2015	School leadership and Technology Specialist
Monday afternoon professional development time to include professional development by teachers for teachers. Lead teachers who attend outside professional development including from the CFN and from TC will turnkey information to colleagues during this time.	At-risk students	December 2014 through June 2015	School leadership and selected teachers

Teachers participating on lead teacher teams will present information to colleagues during lunch and learn periods, Monday afternoon professional development time, and during common prep periods.	At-risk students and students performing above grade level	September 2014 through June 2015	School leadership, all teachers, and parents
Inter-visitation schedule established to enable teachers to visit one another on a monthly basis to demonstrate and observe best practices.	All students, with preference given to those who excel or demonstrate leadership potential, despite being academically at-risk	September 2014 through June 2015	School leadership, all teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Scheduling adjustments
- Collaboration time with lunchroom personnel, guidance counselor, SAPIS worker, and SBST
- Instructional resources (prompt cards, facilitator guidelines) for teacher leaders
- Network support and collaboration

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, school leadership and staff will review participation records to measure changes in the number of at-risk and high-achieving students participating in leadership roles within the school community. We also will compare the existing number of student leadership opportunities with the number of student leadership opportunities that exists in January.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe		Yes		No
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specified?				
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on conversations with parents, and feedback from teachers it was determined that parents would like to hear more about their child’s performance in school, and the content of the curriculum they’re engaging in on a daily basis. Parents requested support in helping their children complete homework assignments, and reinforcing strategies that are taught during the school day. Furthermore, recommendations have been made to strengthen the quantity and quality of translation services provided by the school to increase the effectiveness of parent communication.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Communication with parents will improve by providing them with written correspondence on a continuous basis via monthly curriculum newsletters, and assessment specific individual performance letters as measured by a needs-assessment survey distributed by May 2015.

In order to collaborate with families as full partners in the learning and development of their children we will increase the amount of curricular and assessment information sent home to families by 50% so that by June 2015 there will be a 2% increase in parents responding Agree/Strongly Agree to the prompt, “My child’s school keeps me informed about what my child is learning,” as measured by the New York City School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Instructional Actions/Strategies/Activities Lead Math Teachers will devise and coordinate distribution of parent letters to accompany each chapter math test. These letters indicate students’ test scores as well as the specific skills and strategies that should be practiced at home.	All parents	September 2014-June 2015	School Leadership, all teachers, CFN 207 specialists, Vertical Teacher Teams, Parent Coordinator, Technology/Data

<p>Vertical Teacher Team members compose monthly curriculum blurbs in all subject areas. School leader compiles this information and presents it in written format to families.</p> <p>Teachers prepare individualized communications to parents in the form of informal notices that advise parents of student’s overall performance and/or performance in specific curriculum areas.</p> <p>Teachers develop written parent communications, such as class newsletters, informal notices, doctor-requested forms, emails, and other web-based texts during the Tuesday parent communication period.</p> <p>Technology/Data Specialist will develop and maintain a school website.</p> <p>Parent Coordinator facilitates translation of curriculum-related documents sent home to parents.</p> <p>Teachers send Reading Level Parent Letters home to advise parents of student progress.</p> <p>Teachers send home graded assessments for parent review and signature.</p> <p>For students invited to participate in special programs, such as Prep for Prep and People to People Student Ambassadors, teachers complete and forward student recommendations, which often require academic information.</p> <p>School leaders and Parent Coordinator compile monthly calendars, including important assessment dates and extracurricular information.</p> <p>During standardized testing periods, school leaders compose and distribute parent communications with important dates and test readiness tips.</p> <p>In addition to regular report cards and ESL report cards, school leaders and teachers coordinate completion and distribution of 3 academic progress reports in between report card cycles.</p> <p>Teachers of students with disabilities provide parents with IEP goal updates and report cards.</p> <p>School leaders, Parent Coordinator, and teachers compose and disseminate parent letters regarding Tripod Survey administration and NYC School Survey administration.</p> <p>School leaders will strategically hire candidates who are bilingual in languages of need.</p>			<p>specialist, SBST, guidance and SAPIS staff</p>
<p>Professional Development</p>	<p>School leadership,</p>	<p>September 2014-June</p>	<p>School Leadership, all teachers, CFN</p>

<p>Guidance, Special Education Teachers, and SBST staff guide teachers in the appropriate composition of letters to parents regarding specific behaviors which impede academic progress.</p> <p>Select teachers and staff members attend NYC DOE, CFN 207 workshops as new curriculum/assessment-related parent communications come into being. They turnkey information to school leaders, teachers, and pertinent support staff during PD Mondays and at other scheduled times.</p> <p>School leaders disseminate information to staff regarding new parent communication needs and protocols as they arise.</p> <p>SBST trains teachers of students with disabilities on the use of SESIS, which facilitates written communication with parents regarding students' IEP goals.</p> <p>NYC School Survey assistance is made available during the survey period and during the spring parent-teacher conferences to facilitate survey comprehension and completion by all parents.</p> <p>School leaders and Parent Coordinator develop incentives for NYC School Survey completion and communicate survey information and instructions to parents.</p> <p>School leaders attend professional development for updates regarding administration of Tripod Survey.</p> <p>Staff will be trained in utilizing the over the phone translation service provided by the DOE.</p>	<p>all teachers, guidance and SBST</p>	<p>2015</p>	<p>207 specialists, Vertical Teacher Teams, Parent Coordinator, Technology/Data specialist, SBST, guidance and SAPIS staff, NYC DOE, PTA</p>
<p>Additional Programming for ELLs</p> <p>School leadership, selected teachers, and Parent Coordinator collaborate to devise written communication to parents of ELLs.</p> <p>School leadership and Parent Coordinator facilitate translation of NYC School Survey information and Tripod Survey letters to parents.</p>	<p>All parents</p>	<p>September 2014- June 2015</p>	<p>School leaders, teachers of ELLs and former ELLs, Parent Coordinator</p>
<p>Teacher-Parent-Student Bonding Opportunities</p> <p>Monthly invitation to Coffee and Conversations with school leadership is extended to parents.</p> <p>Invitations to morning and afternoon Parent Workshops are distributed to educate parents about initiatives and instructional strategies for helping their students. Parenting topics also are covered.</p> <p>PTA disseminates written communications and, with the assistance of Parent Coordinator, displays posters announcing upcoming events, such as the Barnes and Noble Book Fair, Five Guys Fundraiser, and Bingo Night.</p> <p>School leaders, PTA, fifth-grade teachers, guidance and SAPIS staff,</p>	<p>School leadership, all teachers, parents, PTA</p>	<p>September 2014-June 2015</p>	<p>School leadership, selected teachers, parents, PTA</p>

cluster specialists, and Technology/Data Specialist collaborate to coordinate an annual Awards Ceremony and Luncheon in June, to which parents are invited.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Vertical Team collaboration time
- Aides’ support for photocopying schoolwide documents
- Meeting and preparation time for Lead Math Teacher
- Translation services
- Meeting space
- PTA members and teaching staff for events
- PD schedule
- NYC School Surveys
- Tripod Surveys
- PTA meeting schedule

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, there will be a 25% increase in the amount of curricular and assessment information sent home to families, so that by June 2015 there will be a 2% increase in parents responding Agree/Strongly Agree to the prompt, “My child’s school keeps me informed about what my child is learning,” as measured by the New York City School Survey.

Part 6b. Complete in February 2015.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Grade 3-5 NYS ELA to identify students who are performing below grade level</p> <p>Review of Grade 3-5 NYS ELA item analysis</p> <p>In all grade we track monthly students reading levels</p> <p>In writing, we review pre and post assessments for every unit of study to track students and identify those who are showing no movement or performing below grade level standards.</p> <p>Analysis and samples of students' written work</p> <p>Progress using standard aligned rubrics</p>	<p>(39 students)</p> <p>Shared reading/writing, interactive writing , specific reading /writing strategies, Scholastic Guided Reading program, double-dose Foundations(K-3), Technology- Starfall, Imagine Learning, Brain Pop, Reading Eggs, World Book On-Line, Reading Intervention, Thinking Maps, Discussion prompts, Early Bird and After School programs, word work, Thinking Maps, Prompts for talking, Providing sufficient wait time/processing time, Previewing vocabulary</p>	<p>Small Group(2-6), one-to one</p>	<p>During school day(All grades) Before / After school (Grades 3-5)</p>
Mathematics	<p>n testing grades, we review NYS Math Assessment and item analysis</p> <p>Use item analysis of end of chapter assessments to identify student's strengths and</p>	<p>(33 students)</p> <p>Charts offering simplified language and picture support, reinforcing important content vocabulary, repeated reading of direction and questions, math games, Think Central,</p>	<p>Small Group(2-6), One-to One</p>	<p>During school day(All grades) Before / After school (Grades 3-5)</p>

	<p>weaknesses</p> <p>Analysis and samples of student work, including written tasks/math reflections</p>	<p>GO Math Reteach, Thinking Maps, providing sufficient wait time/processing time, bilingual glossaries</p>		
Science	<p>NYS 4th Grade Science Test</p> <p>Teacher's observations</p> <p>Student works and exit slips</p>	<p>(1 student)</p> <p>Read Alouds, Brain Pop, Thinking Maps, Picture support for vocabulary and charts, Repeated readings, Videos, World Book On-Line, providing sufficient wait time/processing time, bilingual glossaries</p>	<p>Small Group(2-6), One-to One</p>	<p>During school day(All grades)</p> <p>Before / After school within Literacy (Grades 3-5)</p>
Social Studies	<p>Analysis of classroom performance on social studies related tasks</p>	<p>(5 students)</p> <p>Thinking Maps, repeated readings, charts offering simplified language and picture support, reinforcing important content vocabulary, Brain Pop, World Book On-Line, pictures to build background knowledge, manipulatives and hand-on activities, providing sufficient wait time/processing time</p>	<p>Small Group(2-6), One-to One</p>	<p>During school day(All grades)</p> <p>Before / After school within Literacy (Grades 3-5)</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>After several parent meetings and RTI intervention, teacher completes AIS form and the need for at-risk services is determined by the AIS teams at a scheduled meeting.</p> <p>Identification of students in crisis, such as, death, divorce, alcoholism, and incarceration</p>	<p>(16 students)</p> <p>Discussion/games/scenarios about following school rules, dealing with family issues, getting along with peers, appropriate self-expression, self-esteem</p>	<p>Small Group(2-6), One-to One</p>	<p>During school day(All grades)</p> <p>Before school/Early Arrivals(All grades)</p>

	Review of attendance to identify students with lateness/absence issues			
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>Recruitment: All teaching candidates must submit a resume outlining their education and experience to inform administration of abilities/talent/experience. When possible tentative candidates plan and deliver a lesson, observed by administration. If candidate has worked in other schools(student teacher, substitute, excessed, change), the principal personally calls the school to inquire about previous assignments and quality teaching.</p> <p>Retention: Teachers are invited to participate in the decision making of school related protocols, curriculum, etc. verbal and written commendations and thank you's; allocating time to collaborate on quality planning and analyzing student growth; on-going professional development to ensure all teachers are highly qualified; small class size</p> <p>Assignments: All staff assignments align to their licensed area of expertise and identified areas of strengths, interests, and preference.</p> <p>Support of High Quality PD: TC in-house staff developer/lab sites and Calendar Days for teachers and administrators; Grade and Monday Meetings- informing teachers in CCSS instructional shifts, Universal Design for Learning, and Webb's Depth of Knowledge, The Capacity Framework, aligning curriculum to CCSS, Go Math, Planned Vertical and Horizontal Curriculum and Specialty Team Meetings, CFN 207 specialists support- special education CCLS,ESL, Math, RTI, data analysis, Teacher Effectiveness, Quality Review: inter-visitations to observe colleagues- scheduled by administration and by individuals.</p>

2b. 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).
<p>Literacy – TC: primary(K-2) and upper grades(3-5) staff developers work with small groups of teachers both on grade specific to curriculum and unit of study, as well as one to one focusing on needs and interests of teachers(35 days)/ out of building Calendar days: Principal(1x month) and 20 days throughout year for teachers; also supports non-fiction reading in content areas- Science and Social Studies.</p> <p>Math – Network Specialists support 2 lead teachers who in turn share with the Math Team , then on grade</p> <p>Administration- Attend PD to inform/educate teacher during Monday PD and Grade Meeting of new initiatives, Advance, MOSL, curriculum , implementing CCSS, rigor, CCSS instructional shifts, Universal Design for Learning, Webb's</p>

Depth of Knowledge, The Capacity Framework, Go Math, special education, ESL, Math, RTI, data analysis, Teacher Effectiveness, and Quality Review

Planned Vertical and Horizontal Curriculum and Specialty Team Meetings

CFN 207 specialists support- special education CCLS,ESL, Math, RTI, data analysis, Teacher Effectiveness, Quality Review

Inter-visitations to observe colleagues- scheduled by administration and by individuals.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Our preschool program follows the CCSS for Pre-K, which is the foundation for the Kindergarten standards. Teachers incorporate parts of TC reading and writing strategies into their lessons, such as read alouds, turn and talk, shared reading, and shared writing. Reading and writing focuses on various genres. Many students are brought into the school to participate in various cluster programs.

In June, Kindergarten teachers receive articulation cards and portfolios (math and writing samples). Kindergarten teachers are provided with information about the child's academic, social, and emotional strengths and weaknesses. In addition, a workshop is led by the Pre-K teachers supplying the parents with information on what to expect in kindergarten and activities that can be done with their child over the summer to help make the transition easier.

Staff members, such as parent coordinator and PRE-K social worker, provide the Pre-K parents and teachers with assistance and support as needed.

Instructional coach visits regularly to provide feedback to Pre-K teacher and to ensure smooth kindergarten transition.

4b. 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.

Administration meets regularly with teachers by providing time for grade meeting and Monday PD to discuss choices of assessments and how the data they receive will drive instruction. Vertical Teacher teams have been developed to discuss assessment and noticings. Time for each team member to turn-key information to their grade is scheduled. Administration is open to all teachers' feedback about what works and what needs to be improved on. Teachers reflect about the rating they receive on 3d: Using Assessment in Instruction, after each informal or formal observation. Teachers take into consideration these rating when they are given options for or when requesting professional development.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	373,455.72		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	86,703.00		
Title III, Part A	Federal	36,604.00		
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	4,016,593.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds

used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 22**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 22** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

PS 22, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: <u>Thomas Jefferson</u>	DBN: <u>25Q022</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>110</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 22 is located in Flushing, Queens. It serves a student population of over 800 (Pre-K-5) children that is largely immigrant and first generation. As stated in the CEP, students come from the multi-ethnic, multi-cultural neighborhood of Flushing, where many new immigrants arrive daily. There are over 25 nationalities represented among our students. Over 40% of our students are English Language Learners and over 80% come from homes in which languages other than English are spoken. Chinese (a majority Mandarin, but Cantonese and other Chinese dialects are represented as well) and Spanish are the major language spoken by our students, but we also have students who speak Korean, Pashtu, Urdu, Bengali, Punjabi, Russian, Albanian, Moldovian and Nepali as well as other languages. PS 22 is a Title I school.

1. Five certified ESL teachers, 1 general education teacher, two dually certified common branch/special education teachers and one dually certified ESL/Special Ed teacher will offer direct instruction to select LEP students in grades 3-5 in academic language development in literacy, math, and other core subjects, in the "language" of assessments and of learning in the content areas prior to the students' involvement in all state assessments, in an extended day program on 2 mornings per week from 7:15-7:45 AM and one afternoon per week from 2:25-3:25 PM, beginning October 22 through April 30. In the AM program, teachers (1 ESL, 2 CB/SE and 1 dually certified, all experienced in working with ELLs) will co-plan and team teach. There are 4 classes, 2 on each grade, with an average of 10 students in each class. There is also a per session supervisor. Effective January 2015, the AM program will increase to 45 minutes, running from 7:00-7:45 AM. In the PM program, teachers (4 ESL, 1 GE and 1 dually certified) will also co-plan and teach. There is a per session supervisor. There are 6 classes in the PM program, with an average of 12 students in each. The one GE teacher will team teach with an ESL teacher. In addition to focusing on the ELA and Math assessments, we will also prepare students for all modalities of the NYSESLAT. Small group instruction in each class will be developed based on areas of need. All classes were formed by looking at reading levels and previous test results, as well as including those students who are first time test takers or transitional students (those who scored Proficient on NYSESLAT in 2013 or 2014.) A number of ELL students across the grades are IEP or At Risk students, SETSS students, students in ICT classes and students in self-contained Special Education classes; thus the inclusion of special education teachers among those staffing this program. All teachers will be offered 3.5 hours of paid professional development to collaboratively review data to help drive a cohesive plan for instruction and to together enhance their ability to understand and use curricula, assessment measures and instructional strategies for ELL students. Students attend either a morning or afternoon session, not both.

2. Some materials that will be used are NY ELA/NY Math Rehearsal Plus (Rally Education, 2015 edition) and Getting Ready for the NYSESLAT (Attanasio & Associates,) as well as teacher-made lessons using ESL and balanced literacy instruction strategies such as Interactive Read-Alouds, Thinking Maps, Guided Reading, Deconstruction/Reconstruction and Word Play with BICS and CALP. Teachers will also facilitate students' acquisition of English by immersing them in interactive and "Juicy Word Read Alouds" for vocabulary work and higher order thinking, by incorporating "response to literature" activities aligned to grade standards, and by engaging in needs-based interactive SmartBoard lessons and games to enhance their knowledge and facility with English vocabulary and grammar. Collaboration between teachers will allow the students to benefit from best teaching practices and varied strategies and scaffolds.

Part B: Direct Instruction Supplemental Program Information

3. Students in the program will be invited to see a Broadway show, Aladdin, accompanied by teachers (including ESL teachers and the drama teacher), and a supervisor. The tickets, the per session for the teachers and supervisor, and the bus will be paid for with Title III funds. Students will prepare for this trip by learning about the history of Broadway and NYC, as well as about the fairy tale of Aladdin. They will be responsible to prepare a written and oral exit project based on their experience. The pre and post lessons will be prepared by ESL teachers, taught in both the AM and PM programs, and will align with Common Core, ELA and ESL standards in listening, speaking, reading and writing.

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 teachers in the program will work together for a total of 3.5 hours to collaboratively plan out with each other, with the students' ESL teachers and with classroom teachers, the strategies needed for the grade 3-5 students who will be taking the NYS ELA, NYS Math and/or NYSESLAT for the first time and also for ESL students who have demonstrated a need for further instruction to strengthen their listening, speaking, reading and writing skills. These certified, licensed ESL and classroom teachers will work collaboratively to develop a cohesive plan for these students. The certified special education teachers will lend specialized support for teachers whose students have IEPs. For professional development, support will be available from the ICI ESL Network Support Specialist, Giuvela Leisengang, and the school based Special Ed/RTI Committee, as well as from administration. Teachers attend PD. Sessions are full or half day, and are held in school or at other locations throughout the year. Teachers then turnkey information to other teachers in the program as well as to the entire school on an ongoing timeline. These sessions are 15-30 minute informational sessions depending on topic, or more in depth sessions that take place on Monday afternoons or on designated PD days, as well as during common prep time, with distribution of relevant materials. Topics for professional development will include aligning strands with the TC Workshop model and Common Core curriculum, parallel instruction to the push-in model, and implementation of best practices using ESL strategies and techniques. Various assessments will be discussed and interpretation of data (including most recent NYSESLAT, ELA and Math results) to drive instruction will be emphasized, using item analysis. Some other PD topics and workshops that teachers will participate in are: Bolstering Advanced Literacy Skills for ELLs K-8, Busting Myths About ELLs: What we know about multilingual children and key practices that can increase skills and confidence, Intersection of Reading Workshop & ELL Instruction-Using reading to teach language and vice-versa, Balancing Readers Workshop & Language Learning: Key practices that can increase the skills and confidence of multilingual children, Writing Language Objectives for ELLs in the Mathematics Classroom, and Book Clubs & Partner Talk for English Language Learners: Comprehension through Conversation.

Part D: Parental Engagement Activities

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: To educate parents on the varied educational opportunities afforded ESL children at PS 22, parents will be invited to participate in a workshop to understand what students will be learning, and the strategies being used to help English Language Learners understand, speak, read, write and think in English and become better prepared for NYS exams in the spring. This workshop will be held sometime in November, facilitated by teachers from the program and by administration. Workshops will also be held to educate parents about the NYS ELA, NYS Math and NYSESLAT exams, in late winter, also facilitated by teachers, administration and other staff. Most workshops will be offered on Tuesday afternoons from 2:30-3:15, with some additional during the school day and at PS 22 Parent Nights. Notification for these workshops will be by letters or flyers sent home, translated into major languages by bilingual staff members and parent volunteers. All workshops are also noted on the monthly calendar which goes home to all students. Translation will be provided for these parent participants at the workshops. At certain workshops, parents will receive books to read at home with their children; board games to be distributed will also be purchased in an effort to increase students' abilities in speaking and listening. A large number of low level books and additional board games will be purchased to form a Parent Library, where parents can come into the school and borrow material to use at home with their children.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 25	Borough Queens	School Number 22
School Name Thomas Jefferson		

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 Priscilla Milito	Assistant Principal Jennifer Meyer
Coach type here	Coach type here
ESL Teacher Adrienne Ricciardi	Guidance Counselor Dan Levine
Teacher/Subject Area Ellaina Despotoulis, ESL	Parent Laura Kavourias
Teacher/Subject Area Krista DiMaria, Special Ed.	Parent Coordinator Lilliana Coltelli
Related Service Provider Lauren Daniel, Speech	Other Katherine Tesson, Asst. Prin.
Network Leader(Only if working with the LAP team) type here	Other Mary lemma, Pupil Acct. Secy.

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	814	Total number of ELLs	286	ELLs as share of total student population (%)	35.14%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	0	1	0	1	0	1								3
Push-In	5	4	4	2	3	3								21
Total	5	5	4	3	3	4	0	24						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	286	Newcomers (ELLs receiving service 0-3 years)	272	ELL Students with Disabilities	32
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									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
Dual Language										0
ESL	272	0	23	14	0	9	0	0	0	286

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		
Total	272	0	23	14	0	9	0	0	0	286
Number of ELLs who have an alternate placement paraprofessional: <u>6</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
TOTAL	0													

*EP=English proficient student

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

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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	25	17	9	9	10								90
Chinese	37	40	25	21	22	21								166
Russian	1	0	0	0	0	0								1
Bengali	0	3	0	0	0	0								3
Urdu	1	2	0	0	2	2								7
Arabic	1	0	0	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	2	2	1	1	0	1								7
Punjabi	2	2	1	1	1	1								8
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	1	0	2	0								3
TOTAL	64	74	45	32	36	35	0	286						

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)	39	6	9	8	6	7								75
Intermediate(I)		19	8	7	10	12							0	56
Advanced (A)	25	49	28	17	20	16								155
Total	64	74	45	32	36	35	0	286						

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	15	11	1	38
4	14	16	3	0	33
5	10	7	4	1	22
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	1	1	4	11	1	11	0	9	38
4	0	5	3	16	0	7	0	3	34
5	1	5	2	4	0	8	0	1	21
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	1	4	3	25	0	3	37
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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
Early literacy skills of ELLs are assessed using Lab-R, Spanish LAB, TCWRP, ELL Periodics, Stages of Language Acquisition, performance tasks and teacher observations. The data provides information that informs how these students may be lacking or have strengths in many areas such as vocabulary, concepts of print and letter and sound recognition. It can also help us identify SIFE students. In

addition, the data helps inform decisions about placement of students. Program and software decisions are also based on this data. Professional development for both classroom and ESL teachers is geared towards needs identified by these assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Analysis of 2013 Lab-R and NYSESLAT data shows 286 entitled students at PS 22. Overall, there are 75 Beginner (these include Fall 2013 Lab-R results, 56 of whom are in kindergarten), 56 Intermediate and 155 Advanced students across the grades. There is a large number of students in the primary (K-1) grades, spread across all three result points.
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 [AMAQ tool](#))

ESL teachers analyze in detail the results of the NYSESLAT, using ATS, ARIS and results of yearly AMAOs, looking closely at student achievement in each modality. Results, which are shared with classroom teachers, directly affect instructional decisions for small groups, entire classes, and individual students. This data helps with the formation of strategy groups as well as with the choice of methodology and materials. NYSESLAT research has school wide implications for instruction for all students. Analysis of the RLAT, assisted by the NYSED NYSESLAT 2013 Scale Score Ranges for Determining English Language Proficiency, which provides the raw scores required for proficiency in each modality showed different results for different grades. Current first grade analysis showed that students scoring Beginning and Intermediate were below level in all modalities, while most of those scoring Advanced were below proficient mostly in reading, followed by listening. Analysis of current second grade, as with first grade, showed Beginning and Intermediate students below proficiency levels in all modalities. Advanced students, however, showed much lower levels in the speaking modality than anywhere else. This is perhaps due to the change in the test, with the addition of academic language and also with administration of this section of the test being done by someone other than the student's current ESL teacher. More instruction and practice in speaking, especially in academic subjects, is indicated. In third grade, the results were similar to those of second grade, with some Advanced students missing being Proficient overall by only one or two points in speaking. Current fourth grade analysis had a slightly different result, although speaking was still an issue for the Advanced students. However, almost all third grade students who took the test scored Proficient in writing, except for a few Beginners and one Special Education student. This may be due to the change in the grade bands of the test and how the rubric and scale scores were assigned by the state to the new test. Analysis of current fifth grade showed slightly different results. More of the students who scored Advanced lost their proficiency on the Listening subtest, and many of those students are also Special Education students. More listening activities are definitely a priority for planning in most, if not all, classrooms. Again, writing was a strong subtest, even among the Special Ed students. Last year's fifth grade students' results were again somewhat different than the other grades. Advanced students lost points across the subtests of listening, speaking and writing, in a fairly even manner. Reading was a strong subtest for the Advanced students; most of the Beginning and Intermediate students were below Proficient in all four subtests. These results show that all modalities should be addressed at all times, with more emphasis on listening to and speaking academic language.

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?

4a. Examination of ELLs' scores in math (NYS Math Spring 2013) shows most students scoring Level 2 or Level 3, including 67 students who were offered the exam in the native language version. In 2013, 13 students scored Level 1 in math. The vast majority of those are also SWDs; the others were students with one year or less in an ELSS. On the Spring 2013 NYS ELA, 35 ELLs scored in Level 1 & 2, spread fairly evenly across the three testing grades, indicative of the changes in the assessment. There were 18 students in Level 3 and 2 in Level 4, both of whom also scored Proficient on the 2013 NYSESLAT.

b. As with the NYSESLAT, the ELL Periodic Assessments have an impact on ESL and ELA instruction in grades 3-5. The Periodic Assessments allow teachers to pinpoint specifically, class-by-class and student-by-student, which standards and types of questions are weakest for students within reading, writing and listening and can plan standard bearing grade level instruction accordingly. Administrators use these results to drive the instructional plan for the entire school.

c. The overall scores on the ELL Periodics do not accurately predict performance on the NYSESLAT since the writing section is completely multiple choice and there is no actual writing done by the students, so it is not statistically a predictive exam. However, study of the Item Analysis Report on Pearson Inform led to some conclusions about ELLs and their strengths and weaknesses. For both grade bands, reading had the lowest scores, with writing and listening about equal. Further investigation showed that questions with inferencing had low scores for both grade bands. In writing, students did poorly in conventions of writing English, and in listening, they did poorly in following oral directions. All of the strongest answers, in all three modalities, had picture choices rather than text, which shows that the ELLs are more successful with those scaffolds than without.

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](#).)

The first step in acquiring data about an ELL is to study the student's HLIS form to uncover factors that could influence the English language learning process. Other sources of data are the Lab-R, Spanish LAB and TCWRP Running Records. Students who are not showing sufficient progress in necessary skills and competencies receive more differentiated instruction based on identification of the specific skills that are lacking. Strategies to help build ELLs language development might include: building background knowledge, close, interactive read-alouds, storytelling with wordless books, role playing, intensive vocabulary instruction, interactive and shared writing, and reading and spelling instruction based on phonemic awareness, phonics and sight words. Two ESL teachers are currently enrolled in a multi-day workshop entitled "Building a Strong Tier 1: The Cornerstone of Effective Instruction for ELLs."

6. How do you make sure that a child's second language development is considered in instructional decisions?
Collaboration and co-planning between the classroom teacher and the ESL teacher ensure that the second language development of each child is considered in instructional decisions. Lessons are scaffolded accordingly and small group instruction is planned to accommodate levels of second language acquisition.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of programs for ELLs is evaluated by analyzing data: NYSESLAT, ELL Periodics, ELA, NYS Math and Science Assessments, Running Records, Writing Continuum, AYPs for ELLs and/or attendance, specifically looking at statistics for ELLs. The conditions of learning for ELLs in the classroom are observed to ensure that ELA, ESL and Common Core Standards are followed. Stages of language acquisition are also examined as a measure of ELLs' progress.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. Student registration that takes place once school has begun in September is organized by the Pupil Accounting Secretary, Mary lemma. She is often assisted by school aides, the Parent Coordinator, Lilliana Coltelli, and parent volunteers who speak various languages. A pedagogue trained in the administration of the HLIS (one of the ESL teachers) assists with each registration in an effort to expedite the initial identification of possible ELLs by assisting with completion of the HLIS, including the informal oral interview and the need for formal assessment. Pedagogues were present for registration that took place in the summer of 2013, which was also handled by Ms. lemma. Since Chinese is PS 22's largest and still growing population, every effort is made to have Chinese-speaking personnel present at registration, as well as Spanish and Korean when necessary. Translation services are used if necessary for other languages. The HLIS is offered to the parents at registration in their home language and/or English as requested or as deemed necessary. Once home language has been determined during the interview process, using the OTELE codes, admission data is input into ATS by Ms. lemma and reviewed and changed if necessary by the ESL Coordinator, Adrienne Ricciardi. The LAB-R is administered by a certified ESL teacher (Christine Choi, David Benjamin, Mary Frangias, Adrienne Ricciardi, Ellaina Despotoulis, Fernanda Bravo) within 10 days of the student's entry into the school as the first formal evaluation. If indicated, the Spanish LAB is then administered (Adrienne Ricciardi, certified Bilingual Spanish CB.) Exams are hand-scored in order to provide immediate information for class placement and differentiated instruction. A written log of tests administered is kept on file. Parents of students who are transfers from within NYC do not fill out a new HLIS; exam history (HIST) is looked at on ATS immediately to determine eligibility for ESL services and to evaluate available test scores. Transfers from within NYS may have a NYSESLAT score; an ESL teacher will call the sending school to enquire. Schools in other states are also contacted to see if there is a parallel test score that entitles a transfer student to ESL services, though NYS procedures will still take place. Since registration is ongoing at PS 22, the secretary calls down the ESL teacher for the grade the student will be entering to assist at the registration. This process will continue once Lab-R is eliminated and NYSITELL becomes the first formal evaluation for entering ELLs in February 2014.

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.

2-3. Once a child is determined to be entitled to ESL services or not, parents are notified with the appropriate letter in the appropriate home language (Letter C, Letter E) as requested by the parent on the HLIS form. For entitled students, an invitation to attend the first Parent Orientation Meeting is attached. Additionally, Letters G (Continued Entitlement) and H (Transition) are sent to parents at the beginning of the school year in the appropriate home language as well as the student's NYSESLAT scores on the NYSED provided letter. In 2013, letters were sent in Bengali, Chinese, English, Korean, Punjabi, Russian, Spanish and Urdu. The Parent Coordinator's name (Lilliana Colteli) is listed in all the appropriate places; Adrienne Ricciardi is named as the ESL contact person for questions and for return of program selection letters, along with the school telephone number. All letters are given to classroom teachers for distribution to parents with a cover note of explanation for the teachers.

The first Parent Orientation is held at 8:00 AM, the beginning of the school day, on a date earlier than that listed on the Parent Survey as the return date (within the legal number of days.) A specific agenda is followed: introductions to personnel, descriptions of the three program models and current research about each, viewing of the Parent Orientation Video in various languages, distribution of Parent Surveys to those who did not bring theirs with them or who want a new copy, help in filling out the surveys (Shirley Teng [school aide]-Chinese, Adrienne Ricciardi-Spanish, Christine Choi-Korean), collection of surveys, discussion of program availability at PS 22 and other schools (including state mandates for formation of classes), general questions and answers. The second Parent Orientation is offered several weeks later, early in the morning, before school begins. Personal outreach to parents by ESL teachers at the start of the day or at dismissal is another method of trying to have the surveys completed. If the Parent Survey is not returned by the time of Parent Teacher Conferences in November, the child's ESL and/or classroom teacher will have a survey ready for the parent to fill out at that time. Further parent outreach is made by telephone (using the translation service when necessary) or by mail, sometimes with the help of the Parent Coordinator. In addition to scheduled meetings and contacts, parents are encouraged to visit or call the school at any time with questions. Efforts are made for every parent to understand the importance of filling out the survey and making a program choice for his child, including the fact that the default program is Transitional Bilingual Education as per CR Part 154. All surveys will be filled out and returned in an effort to complete the ELPC before the BESIS collection.

Identification, interview of parents and assessment of potential ELLs is an ongoing process that continues throughout the year as new students are registered. A final push for completed surveys is made in late May/early June when BESIS is reopened.

The ESL contact person for survey collection and monitoring is Adrienne Ricciardi. A ROCL is printed for each class. It is used as a data checklist to record information for both new entrants and continuing ELLs: receipt of completed HLIS, home language and language requested by parents for communications from school, name of letter disseminated to parents and date of such (including subsequent letters for those not returned the first time), receipt of Parent Survey and Program Selection Form, parent choice, dissemination of placement letter and date, and date of entry of information into ELPC. When the entire process has been completed, the original Parent Survey gets attached to the original HLIS and is placed in the student's cumulative record folder. A copy of each is kept in the ESL Department files. Copies of the Placement Letter (F) and the Continued Entitlement Letter (G) will also be kept on file in the ESL office. The ESL contact person also completes the ELPC for each new student.

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

see above

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
As Parent Survey and Program Selection Forms are returned, a tally sheet is kept to monitor the number of surveys returned and the selections made. Initially, all entitled students are placed in the Freestanding ESL Program at PS22, in the appropriate class to receive the mandated number of minutes of ESL instruction based on their proficiency level on the NYSESLAT or the Lab-R. When the threshold of fifteen students of one language in one grade or two contiguous grades whose parents are requesting either a Transitional Bilingual or a Dual Language class is met, parents will be called in by the administration and the ESL Department for an additional meeting (with translation) to discuss program choices and program goals. An attempt will be made to form a bilingual class if necessary.

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.

All entitled ELLs are annually evaluated using the NYSESLAT. In order to ensure that all students are tested, the RLER is run from ATS for both the LAB-R and the NYSESLAT. RADP reports are periodically run to ensure that no new admits (either new to the system or transfers) have been overlooked. Pre-slugged answer documents, when they arrive, are double checked against these reports and

also against running class lists of entitled students. Blank answer documents are completed for new students who do not have pre-slugged documents. A checklist is made by the ESL Department for each class (ROCL) and each answer document is checked off when completed. A checklist for scoring the Writing portion of the NYSESLAT has been created; a label with student information is affixed to each checklist and to each writing test. The test answer documents are checked by several pairs of eyes before submission to the Test Scanning Center.

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. *⓪*
- Based on recent data (2011-2013) from the Parent Survey and Program Selection Forms, the choice of parents at PS 22 is for a Freestanding ESL Program, which we have in place. Given the extremely limited opportunities for transfer, no parent has exercised a transfer option.

2011-2012 Gr.K-5	Transitional Bilingual	Dual Language	Freestanding ESL
Data as of 11/28/11			
Chinese	6	21	17
Korean	0	0	3
Spanish	6	6	9
Other	1	2	3

2013-2013 Gr. K-5	Transitional Bilingual	Dual Language	Freestanding ESL
Chinese	13	15	31
Korean	0	0	24
Spanish	3	0	8
Other	0	2	11

2013-2014 Gr. K-5	Transitional Bilingual	Dual Language	Freestanding ESL
Data as of 11/7/13			
Chinese	12	6	26
Korean	0	2	0
Spanish	2	4	15
Other	0	1	3

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])?

1a,b-2.

PS 22 has a Freestanding ESL Program in which all entitled students are served in a collaborative push-in instructional model. In addition, ELLs receive occasional instruction in a pull-out environment in a small group, focusing on beginners and intermediates. (This is not reflected in the chart on page 2). To ensure consistency and alignment of instruction and planning, and to assure that the mandated number of instructional minutes are provided as per CR Part 154, there are two or more dedicated ESL classes on each grade, with one ESL teacher assigned to the grade whenever possible. PS 22 has six full-time, fully certified ESL teachers. All mainstream classes at PS 22 are heterogeneous and travel in a block; most classes with entitled students include students in all proficiency levels (B through P), with a few having only Advanced and Proficient students. Most also have some English speaking students as well. PS 22 runs on a 7-school day, 50 minute period schedule. Across a month, ESL teachers spend a minimum of either 360 or 180 minutes per week in each class delivering explicit ESL instruction. Classroom teachers provide the ELA instruction. Entitled ELLs in ICT and self-contained Special Education classes are fully served as per their IEPs. There are self-contained 1st, 3rd and 5th grade ESL classes; the teachers are dually certified. (Jillian LaManno, Deborah Grinacoff) The 1st grade class is also an ICT class and the teacher delivers both ESL and Special Ed. services. She is certified in both ESL and Special Education. (Olivia Ioannou)

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)?
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.

see above

3. ESL teachers refer to standards-based content area curriculum calendars for all subject areas, incorporating ESL strategic methodologies and instructional strategies alongside ELA methodologies to provide a balanced literacy program that is aligned with Common Core standards in ESL, ELA and content areas. Explicit ESL and scaffolded content area instruction are delivered in English in whole class, small group and individual settings, with planning based on curriculum calendars and ongoing assessments, both formal and informal. In 2013-2014, ESL teachers accompany their classes to selected Science periods in an effort to make the content comprehensible, to build academic language, both written and oral and to promote students' participation in academic conversations and collaborations. More than half of the ESL teachers are bilingual and offer support to students, parents and staff with academics and other issues. Bilingual books, glossaries (math, science and social studies) and dictionaries are available and used by students, teachers and parents to help make content comprehensible. A variety of approaches and methods are used by both classroom and ESL teachers such as Shared Reading, Guided Reading, Shared Writing, Interactive Writing, Deconstruction/Reconstruction, Mapping Meaning to Text, Demystifying Figurative Language, Total Physical Response and Word Play with BICS and CALP. Charts modeling correct language usage and content vocabulary, as well as various thinking maps are integral part of instruction at PS 22. Classroom teachers and ESL teachers sometimes share the whole class instruction through parallel teaching, station teaching, team teaching or the one teach one observe models, in order to further enrich language development for all students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In an effort to evaluate ELLs' abilities in their native language, we talk to parents and students at registration, use the HLIS to look at prior education (including any documentation brought from the native country), administer the Spanish LAB and informally evaluate wherever possible.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teachers are trained to evaluate and teach to all four modalities of English acquisition as well as to the Common Core, which includes these modalities. Analysis of the four modalities of the NYSESLAT helps form small groups for instruction. During the year, other ways that teachers evaluate and form new instructional groups might be through writing on demand, running records in reading, ELL Periodics, performance tasks, or teacher-made checklists for speaking and listening and conferencing. Dedicated preparation strategies for the NYSESLAT also help practice skills in speaking, listening, reading and writing.

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).

6 a. SIFE students receive the mandated ESL instructional time. In addition, depending on their individual needs for instruction in language arts and/or mathematics, they receive additional instruction during Extended Day, Title III and At Risk programs. Where possible, a teacher fluent in the SIFE's language will also help to scaffold content for the student. There is also an ESL teacher who is trained in the Wilson Program. Currently there are no SIFE students at PS 22.

b. Newcomers receive the mandated ESL instructional time, which includes differentiated small group instruction based on both formal and informal assessments. Scaffolds such as pictures, charts, and realia, as well as computer-based instruction such as More Starfall and Reading Eggs (available both in school and at home) are an integral part of the newcomer program. Traditional ESL texts may be used when appropriate. During the writing period, newcomers are offered paper suited to their level of English proficiency. They are encouraged to write in their native language at first and to add English as they learn. Teachers of ELLs often place them in triads where they can listen to peers as models. Some also receive additional instruction during Extended Day and in Title III programs. Students who will be taking the ELA for the first time receive additional instruction to help them become accustomed to the exam. There are extra teaching periods in some ESL teachers' schedules (above the mandated 360 minutes) which may be devoted to working with newcomers.

c-d. ELLs receiving services for 4-6 years and Long-Term ELLs (completed 6 years) receive the mandated ESL instructional time for their proficiency level on the NYSESLAT. Small group differentiated instruction is provided by both the classroom and the ESL teacher during the school day and during Extended Day and in Title III programs. Based on formal and informal assessments such as NYSESLAT, ELL Periodic exams, performance tasks, and teacher-made assessments, students in these categories will receive specific strategy lessons in listening, speaking, reading and/or writing. To help meet the performance standards in listening, students listen to books on tape or computer based listening websites, play listening games and take part in additional read aloud and explicit listening strategy lessons. Small group and individual instruction for speaking skills include choral reading, Readers Theater, dialogues, repetition drills and formal and informal conversations with teachers and peers. Students who need help meeting performance standards in reading may be involved in commercial programs such as Voyager, Starfall, Foundations, Wilson, Words Their Way, and Scholastic Guided Reading. These students, who often have fluency but lack academic language, receive focused strategy lessons in academic vocabulary and usage. Additional personnel such as the Literacy Coach (now our Assistant Principal) help to further differentiate instruction for these students. ESL teachers might also confer with Special Education teachers, speech teachers or members of the SBST to collaborate on ideas for helping these students. Ongoing testing with Running Records checks their reading progress frequently and helps to drive instruction. Pre-teaching of content area vocabulary also aids in content area comprehension for these students. To help students meet performance standards in writing, students might also (in addition to the strategies listed above) receive explicit instruction in writing development, organization, language use and mechanics.

e. Former ELLs receive testing accommodations for 2 years following their testing Proficient on the NYSESLAT. In year 1, those students are usually placed in a general education ESL classroom where an ESL teacher will be pushing in for 360 or 180 minutes per week, affording them the same co-teaching scaffolds as the current ELLs. Transitional students take part in Extended Day programs and other before and after school academic programs offered at PS 22. ESL and classroom teachers are aware of who these students are and pay specific attention to their language acquisition skills as well as their academic skills and place them strategically in small groups to reinforce and teach.

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?

7-8-9 Students With Disabilities and ELL-SWDs at PS 22 are served by the same intervention programs as non-ELLs. For all subjects, students are served in the Extended Day program, with differentiated instruction provided, using programs such as

Voyager and Scholastic Guided Reading. There are At Risk and SETTS programs. Go Math is used at PS 22; the Spanish version is used, as well as the Differentiation Handbook to individualize lessons for ELLs. Go Math also has many interventions on many different levels, including RTI lessons. Math manipulatives help to make math content comprehensible at all levels. Bilingual glossaries (science, social studies, math) are available in many languages and are distributed for classroom and home use. Bilingual dictionaries are available in all classrooms. The Title III and before and after school programs are offered to ELLs and ELL-SWDs. Scheduling is arranged so that ESL and other services such as OT or speech do not overlap. ESL teachers are aware of SWD's IEP goals and work towards meeting those as well as towards English proficiency goals. There are 2 self-contained classes at PS 22; ESL students in those classes are served by the same standards as students in general education or ICT classes.

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?
see above

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

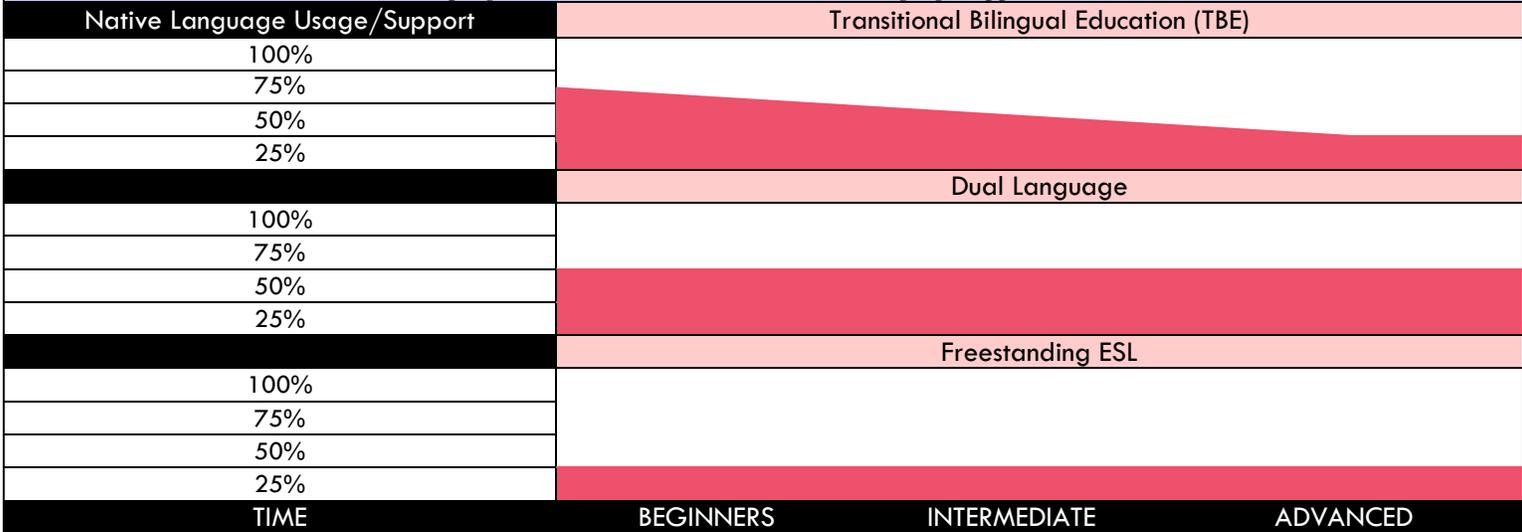
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
see above
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As evidenced by our strong scores on the ELA, NYS Math & Science tests and by our past AMAOs for NYSESLAT, our current program of Freestanding ESL with a mostly push-in model is effective in meeting the needs of our ELLs in both content and language development. In 2011, we had one long-term (6+ years) student, now we have none. The number of 4-6 year ELLs has remained constant at 14. Overall, we have more ELLs than in 2011. This may or may not be due to the changes in the grade bands and alignment of the NYSESLAT with Common Core; more analysis is required once the NYSED releases AMAO information. NYSITELL scores may also be a factor in the future.
11. What new programs or improvements will be considered for the upcoming school year?
PS 22 is implementing a new math program, Go Math, this year. It includes many opportunities for differentiation, including an ELL Differentiation Book. During Extended Day, we now offer enrichment programs in science and drama as well as remediation. All teachers are now trained to use Thinking Maps; there is one teacher trained in the Wilson Program. Our technology teacher is always adding new websites to our menu of computer learning available to all students, such as More Starfall and Reading Eggs.
12. What programs/services for ELLs will be discontinued and why?
We will not be using Title III money this year for a ballroom dancing program. Since it only included upper grades, we felt the money was better spent in other ways that could include more students, such as a dance teacher and a strings program, as well as early bird and after school vocabulary building/test prep programs in ELA and Math.
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 given the same opportunities as all other students to participate in after school and supplemental services whether the programs are universal or based on need. Parents receive notification and brochures in various home languages. Such programs include strings, chorus, newspaper club, art club, student government, science enrichment, drama, Title III ESL, and Extended Day. There are also early morning and after school remedial programs for students in Level 1-2, some of whom are ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
PS 22 uses a balanced literacy program; books on all levels are available for all classrooms. Native language books in fiction and non-fiction are available as well for both the independent reading period and to support content area. All classes use the Understanding By Design program for social studies and the NYC Full Year Trade Book Program, which help to make the content more comprehensible for ELLs. Go Math is used throughout the school, enriched with manipulatives and many differentiation models. The Foss Program is used for science in all grades; there are two science laboratories where all students can learn through hands-on activities, usually accompanied to science class by their ESL teachers. All classes receive hands-on instruction in the technology lab, as well as use computers and laptops in the classrooms. All classrooms, including ESL and Special Education rooms, have SmartBoards which are used for hands-on internet-based instruction and as a visual aid during instruction. ESL teachers bring other resources such as realia, posters, picture cards and alternate texts to the classroom to help enrich language and make the content more comprehensible.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In the Freestanding ESL push-in model. native language support is provided through books (bilingual dictionaries, glossaries, dual language and native language literature.) Students are placed in partnerships and triads for instruction, collaboration and discussion, often with one or more proficient peers who speak the same language. PS 22 is a culturally diverse school and literature and lessons reflect our sensitivity to the backgrounds of our many ELLs and their families. Several ESL teachers are also bilingual and offer support to students and parents.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All programs, placements and instruction at PS 22 are age and grade appropriate, providing standard bearing grade level instruction. Information gleaned from entrance interviews and the HLIS form help to inform these decisions.
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.
The Parent Coordinator advertises public library programs, community connections and other various resources available for

families. She is always available to parents who need help. Some incoming kindergarten students are tested with Lab-R in August, affording them an early introduction to PS 22. ESL teachers pay special attention to newly enrolled students, often taking them on a tour of the school, introducing them to peers who speak their language. Newly enrolled students at any time of the year are met in the main office by an ESL teacher to help with the registration process.

18. What language electives are offered to ELLs?

At this time, PS 22 offers no language electives and no bilingual programs. It has a Freestanding ESL Program.

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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1-2. Since the percentage of native English speakers at PS 22 is so small, all teachers and staff at PS 22 are considered teachers of ELLs, whether classroom teachers, cluster teachers or ESL teachers. Professional development is provided through various means, much of it focused on Common Core Learning Standards and how to support ELLs as they engage in Common Core. Outside of the school, the Office of English Language Learners and other DOE offices offer many opportunities for study which teachers take advantage of. Similarly, the Teachers College Reading Writing Project offers workshops which many teachers attend. Turnkey workshops within the school are then scheduled in order to share information. PS 22 is a Project School for 2013-2014. TCRWP staff developers have created lab sites and discussion groups by interest and/or grade within the school which all classroom and ESL teachers attend. All teachers have access to online support and resources through TCRWP and Go Math. Teachers are also supported by the Integrated Curriculum & Instruction Network Support Specialists with data analysis, with practical classroom strategies and with in and out-of-school workshops for both classroom and ESL teachers. ELL Compliance and Performance Specialists support ESL teachers and administration by ensuring that mandates are met and that ELLs and their parents are receiving all services to which they are entitled. ESL and Special Education liaisons attend frequent meetings at which they discuss both academic and compliance issues and turnkey the information to their schools. PS 22 has a variety of vertical teams such as literacy, math, and social studies. These teams work to ensure that Common Core Learning Standards are being addressed, and how best to address them within our curriculum. There are lead teachers who attend meetings and conferences outside the building, turnkey to the team who then turnkey to other colleagues.

3. Classroom teachers of ELLs receive extra time to work on records that will be sent to the receiving middle school. The guidance counselor often serves as the middleman between the two schools. The local middle school offers a program during the school day that helps familiarize the students with the new school. Students and their parents are encouraged to participate in programs offered by the middle schools to acquaint them with each school and help them make their choices about which school to attend.

4. Teachers at PS 22 have completed the minimum 7.5 hours of Jose P training in a variety of ways. Some have completed courses at universities, some have taken in-service credits through the DOE, many have received in-house professional development from ISI NSS workshops or from certified ESL colleagues. Records of this training have been recorded and certificates issued by the school. This is ongoing as new teachers enter the school.

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. PS 22 has a PTA which holds monthly meetings and activities. Students who have been chosen as "Student of the Month," are presented with certificates at these meetings. Various family activity nights and afternoons (Family Science & Math, PJ & A Book, School Carnival, Bingo, choral and instrumental concerts, dance performances) are held throughout the year and are very popular as evidenced by the high attendance. Other parent meetings are held throughout the year on topics such as writing, understanding state assessments or disciplining your child. Parents are invited to accompany class trips. At the beginning of the school year, Meet the Teacher days are well attended, while Parent Teacher Conferences in November and March customarily have large turnouts. The PS 22 ESL Department has created an ESL Report Card which is sent home along with the classroom teacher's report card so parents can be made aware of their child's progress in language acquisition as well as in content area. All report cards are translated into Chinese, Korean and Spanish, the three dominant languages at PS 22. Many teachers have their own websites; many teachers offer email access to parents. PS 22 has a school website with links to other sites of interest and assistance to parents. There are also links to all the online subscriptions that PS 22 holds, including WorldBook Online, which is available in different languages and translations and has sections for both adults and children. There is a large curriculum calendar by grade posted in the main hallway; this calendar is also sent home monthly to parents. Parents are welcome to visit the school at any time.
 2. Best Academy provides a much-needed afterschool at PS 22 as a (paid) service to working parents. The Guidance Department and the Parent Coordinator are links for parents to many needed services outside the school. The PS 22 website has timely and vital information for parents.
 3. From time to time, parents are surveyed on a variety of issues. Lilliana Coltelli, our Parent Coordinator, is always available, as are the administration and guidance counselor, and parents are aware they can contact the school at any time regarding any issue. Translation is provided whenever possible.
 4. The first concern of a parent is the education of his child. PS 22 offers activities which involve parents and children learning and playing together. We also offer activities to help parents learn how the school functions, become knowledgeable about the curriculum and the new Common Core Learning Standards and how they can help their children at home, whether or not they speak English. We encourage parents to participate by keeping them abreast of what is happening at PS 22.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Thomas Jefferson</u>		School DBN: <u>25Q022</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Priscilla Milito	Principal		
J. Meyer, K. Tesson	Assistant Principal		
Lilliana Coltelli	Parent Coordinator		
Adrienne Ricciardi	ESL Teacher		
Laura Kavourias	Parent		
Ellaina Despotoulis/ESL	Teacher/Subject Area		
Krista DiMaria, Special Ed.	Teacher/Subject Area		
	Coach		
	Coach		
Dan Levine	Guidance Counselor		

	Network Leader		
Mary lemma	Other <u>Pupil Account. Secy.</u>		
Lauren Daniel, Speech	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q22 School Name: Thomas Jefferson

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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

The UPPG and RHLA reports in ATS helps us to identify oral and written translation needs of parents; home language surveys; face to face conversations with parents, information provided by parent on emergency blue cards, in house survey, previous knowledge of prior parents/families

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.

PS 22 consists of approximately 84% non-English speaking parents. As per RHLA report:.

Bengali 5; Chinese 347 (Cantonese 10, Mandarin 135, other 202); Farsi 3; English 145; Greek 1; Gujarati 1; Haitian Creole 1; Hindi 2; Korean 41; Pashto 5; Punjabi 17; Russian 1; Serbo-Croatian 1; Spanish 235; Tibetan 2; Ukrainian 2; Urdu 10; Vietnamese 1

*Findings are reported to the school community : at SLT meetings, then at PTA meetings with use of translation devices, by Parent Coordinator on an as need basis

*school aides have a checklist posted to ensure parent notices go home in the appropriate languages, including lunch forms, Chancellor's Regs

*all classroom teachers are informed of family language through in house blue/yellow cards that move with a child every year to the new teacher, or if a new admit by student secretary or attending ESL teacher

*as per LES parents prefer being informed of events through notices sent home, butin addition we use Global Connect - a phone message system which allows use to leave phone messages in parent's home language

Part B: Strategies and Activities

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

- *all DOE provided letters are printed and distributed in native language
- *majority of school parent letters are translated by DOE vendor (if time allows/annual letters) or by in-house staff (quick turn around), or parent volunteers
- *Translation money is used to purchase copy paper for parent notices in translated languages
- *on occasion a translation stamp is used
- *parents receive copy of Bill of Parent Rights and Responsibilities in home language
- *Translated signs notifying parents of availability of interpretation services is posted in main lobby of school in most prominent languages - English, Chinese, Spanish
- *Safety Plan has procedures to ensure parents in need of language access services are not prevented from reaching administrative offices

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.

- *over-the-phone for daily parent conversations
- Translation Unit phone # is posted in main office at desk with staff phone, and with Pupil Accounting Secretary
- *staff and parent volunteers for daily conversations by phone, written or face to face
- *DOE vendors (translation money used), staff and parent volunteers during Fall and Spring Parent/Teacher Conferences
- *School Messenger notifies parents through phone messages in their home language
- *Translation devices (headphones) during PTA meetings

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>.

*PTA meetings - use of Translation devices (headphones)

*Parent Workshops - parent volunteers or staff available for translations

*parents receive the "Parents Bill of Rights" in their correct home language

"Translation Services Available" sign is posted in the main lobby in major languages

*Parents receive the "Preferred Language Form" in their home language, in addition to the HLIS form

*as mentioned above in 1 & 2 all methods of translation are used to ensure parents receive opportunity participate in and have access to programs and services critical to their child's education