

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

30Q222

School Name:

FF CHRISTOPHER A. SANTORA SCHOOL

Principal:

YVONNE MARRERO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 30Q222
School Type: Early Childhood School Grades Served: Pre-K – 2
School Address: 86-15 37th Avenue, Jackson Heights, NY 11372
Phone Number: 718-429-2563 Fax: 718-429-3484
School Contact Person: Yvonne Marrero Email Address: ymarrero@schools.nyc.gov
Principal: Yvonne Marrero
UFT Chapter Leader: Jason Albertson
Parents' Association President: Katie Musselwhite-Goldsmith
SLT Chairperson: Patricia Santora
Student Representative(s): n/a

District Information

District: 30 Superintendent: Dr. Philip A. Composto
Superintendent's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 718-391-6122 Fax: 718-391-6147

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 410 Network Leader: Kamal Salfarlie

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)
Yvonne Marrero	*Principal or Designee	
Jason Albertson	*UFT Chapter Leader or Designee	
Katie Musselwhite-Goldsmith	*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	
Patricia Santora	Member/ Staff	
Renee Spence	Member/ Staff	
Laura Martinez	Member/ Staff	
Peter Kelly	Member/ Parent	
Jose Arocho	Member/ Parent	
Jafet Barrera	Member/ Parent	
Armando Chabran	Member/ Parent	
	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

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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 222Q opened its doors on September 7, 2002. Since that time it has developed into one of the most extraordinary places of early childhood learning in the entire city of New York. Its setting is also exceptional. The school's design was inspired by the existing architecture of the Jackson Heights Historic District and seamlessly blends into the area. It has a library/media center, a multipurpose room and an outside playground on the second floor. The student population reflects the "melting pot" of Queens with a representation of a number of ethnic cultures.

The principal and staff members take great pride in P.S. 222Q family's distinct spirit of cooperation and collaboration. It is this spirit that enables all the school's constituencies to move forward to achieve their clearly delineated educational goals and objectives which benefit the entire school community. The school's mission's goal is to challenge their students in a safe and nurturing early childhood environment to meet their full academic potential as well as their social and emotional growth through guidance and monitoring, including varied strategies and supportive measures.

The highly professional staff of the school has set high expectations aligned with the Common Core Learning Standards of New York State that apply to all of their students in order for them to achieve academically as well as for them to attain a sense of self-worth and respect for all others. The principal and staff members ardently accept the responsibility to build on the strengths, needs and interests of each child and to fulfill their school motto - "Inspiring Greatness, One Child At A Time..."

Highlighted below are some of our promising practices and programs that enhance the educational experience of our students.

- Character Education — Principal's Book of the Month is instituted in connection with our Character Education Program for grades K-2. We have identified a set of 8 books for the K-2 grade band. A school wide discussion around Principal's Book of the Month sends a strong message to students that reading is important and that their thoughts around literature should be heard and celebrated. Furthermore, by incorporating character education, we teach our students the universal values that build character which produces behavior that is beneficial for the individual, others, and the community.
- Music, Theatre and Visual Arts — Our Art Program offers music, theatre, and visual arts for all students K-2 with our teaching staff implementing the Blueprint for Teaching and Learning in the Arts, a standards-based, rigorous approach to teaching the arts. Instructional materials used in conjunction with our music program include Silver Burdett's Making Music. For theatre, we use Houghton Mifflin Harcourt's Readers' Theatre Program for grades 1 and 2. In addition, we have a school chorus, concerts and performances throughout the year. Furthermore, for the seventh consecutive year, through our partnership with Studio-in-a-School, a resident artist works with first grade teachers in a project called *First Grade Artists*. In this program, first graders explore the visual world that surrounds them through a variety of media including collage, printmaking, paint, clay and puppetry, and are inspired by the works of other artists, including book illustrators. The use of reading, writing and class discussion deepen the art experiences while supporting literacy learning. In December our first graders will continue the already established tradition of performing "Dr. Seuss' Holiday Production" and in the Spring our second graders will be performing Disney's "Cinderella."
- Physical Education — Students K-2 receive physical education in keeping with the mandates. We implement the SPARK Program in grades K-2. This program includes 10 dynamic instructional units and each curricular component is presented in scope and sequence via daily lesson plans that are aligned to NASPE National Standards. The SPARK K-2 curriculum also contains academic integration tips (with a special emphasis on literacy), social skills themes by grade level, and challenging extensions for each activity.

- Dual Language Program — The Dual Language Program at P.S. 222Q uses the 50/50 alternate day model for instruction. The English Language Learners and the Native English Speakers work cooperatively and serve as language role models for each other. Students spend one full day of instruction in English including reading, writing, math, science and social studies, and receive a full day of instruction in Spanish with a similar sequential pattern the following day. Throughout the program, both English Language Learners and Native English Speakers are held to the same high academic standards and assessments
- Schoolwide Enrichment (SEM) — Our SEM Program is a research supported instructional model of education that incorporates a wide variety of differentiated strategies, educational structures, and components that benefit all types of learners. Students have the liberty of choosing their own research theme/topic and work with a small cohort of students with similar interests. SEM is offered in cycles of 10 weeks per grade starting with second grade as an After School Program on Fridays from 2:30 – 3:45 PM.
- I-station — I-station is a web-based program that delivers individualized instruction for K-2 students, and lessons are supported with data-rich benchmarks and continuous progress monitoring assessments. This program is a Tier 2 intervention for our struggling readers and implemented before school starts at 7:35 AM, with service five days a week Mondays through Fridays for continuous support.
- Library – A part-time librarian offers services to our children in the use of our library and media center. The library has been renovated into a state-of-the-art facility with a Promethean board, six I-macs, a color printer and an automated system of books to facilitate circulation. Classes are scheduled to visit the library on a regular basis.

We hold a number of special events: 9/11 Commemorative Walk; Family Fun Nights celebrating the work in content-area study, i.e. Literacy, Math, Physical Education; Character Hat/Halloween Day Parade; Dr. Seuss' Birthday/Pajama Day; Science Fair; Earth Day Parade; Music Concerts; Theatrical Performances; Art Galleries.

Our 9/11 Commemorative Walk is dear to our hearts as our school is named after FF Christopher A. Santora who perished on 9/11. On the day of the walk, our students hold an American flag and wear a firefighter's hat and Christopher's t-shirt. It is a solemn day imbued with the spirit of hope, courage, and resiliency—the American way!

Our school community has agreed that our challenges include: limited space – we have a multipurpose room which serves as our cafeteria, gymnasium, auditorium and assembly hall; therefore, it poses limitations on the schedule. Participation of parents in content-focused workshops – while parents voice a need for content-focused workshops throughout the year, attendance at these workshops is at a minimum when compared to attendance at other “more enjoyable” events that involve the whole family.

In the 2013-14 school year, our areas of growth included curriculum adaptation planning with teachers working collaboratively to create curriculum maps to support the implementation of ReadyGen and the Go Math programs. Our key areas of focus for this school year include creating tiered lessons that provide multiple entry points based on students' cognitive and language readiness levels.

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.

According to our most recent Quality Review conducted in 2012-2013, it was stated that, “The school focuses on supporting high needs of students such as ELLs; however, lessons did not always challenge all students, particularly high performers to their full potential, in that assignments do not include opportunities for them to demonstrate higher order thinking skills or extend their learning, thus limiting even greater levels of achievement.”

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.

By June 2015, 100% of teachers (17 teachers) will have articulated multiple entry points in their lessons as informed by the UDL (Universal Design for Learning) Framework, Howard Gardner’s Theory of Multiple Intelligences and Carol Tomlinson’s Differentiated Instruction so that supervisors can effectively evaluate how scaffolds, extensions and assignments provide opportunities for groups of students to demonstrate higher order thinking skills.

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>
<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 			
<p>*Collectively engage in critical analysis of curriculum and make strategic adaptations considering students’ instructional needs to maximize content accessibility and student learning.</p> <p>*Provide professional development on UDL, multiple intelligences and entry points, tiered instruction, learning centers, DOK and pedagogical strategies to increase student participation and cognitive engagement with rigorous content</p> <p>*Provide teacher teams with structured time to develop plans and tiered lessons to effectively meet the instructional needs of all students in their classrooms</p>	Teachers	Ongoing	Staff Development Committee (SDC)
Incorporate models, varied scaffolds, and other environmental and pedagogical supports, including multiple means for perception	Students	Ongoing	Teachers

through technology integration, optimal grouping, pre-teaching of content vocabulary, and extensions.			
Conduct monthly parent workshops to increase awareness of both curriculum content and aligned strategies, schedule open houses and provide take home activities to educate and assist parents about UDL.	Parents	Ongoing	Teachers, coaches administrators, and parent coordinator
Facilitate open communication between parents, teachers, staff and administration regarding progress of UDL goals during the year	Entire school community	Ongoing	Teachers, staff, and administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principal, SDC, Parent Coordinator, Coaches, Title I allocation for professional 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.									
X	Tax Levy	X	Title I Basic		Title IIA		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, all teachers will have adapted three units of study within the Ready Gen and Go Math instructional programs to provide multiple entry points by including tiered lesson activities, differentiated materials, open-ended problem-solving work and writing.				
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.
According to the 2013-2014 Learning Environment Survey, 95% of teachers indicated that order and discipline are maintained; yet, 79% of them expressed a need for a conflict resolution program.	

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, implement a conflict resolution program that includes 4 student assemblies using the Be Cool Conflict Resolution Modules (in addition to the Character Education Program and multicultural goals in teachers’ lessons) so that students are held accountable for their own actions and behaviors thereby strengthening an inclusive and supportive school learning environment.

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>
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			
* Monthly literacy lesson plans will be created to support teachers’ implementation of interactive read-alouds that illustrate positive character traits. * Create an interdisciplinary unit to support the goals for the Respect for All Initiative while concomitantly developing students’ academic, social, and emotional growth. * Incorporate multicultural goals and celebrations within our Social Studies and Arts curriculum *Schedule 5 student assemblies to roll out the different modules from the Be Cool Conflict Resolution Program (Coping with Criticism, Teasing, Bullying, Anger to Self, Anger to Others)	Teachers and students	September	Coaches
Provide flexible programming and professional development for teachers to support inclusive practices and promote a culture of respect and appreciation that both supports and challenges all students, including ELLs and SWDs	Students Teachers	October-May	Teachers, Coaches, and Administration

Celebration of diversity through community building events and students performances during the school day as well as afterschool.	Students and parents	On-going	Teachers, administration and parents
Facilitate open communication between parents, teachers, staff and administration regarding the school learning environment, all related initiatives, and programs.	Entire school community	On-going	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Character Education Program list of books, Social Studies Scope and Sequence, Silver-Burdett Making Music Program, Houghton-Mifflin Reader’s Theatre Program, prep schedule to support flexible programming, Yearly Calendar, Literacy Coach

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.									
X	Tax Levy	X	Title I Basic		Title IIA		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:				
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, classroom teachers will have conducted 4 lessons on character development; Performing Arts Teachers will have hosted a winter concert and a play supporting multicultural education; the PTA will have celebrated the diverse school community population at an after school event; the school will have conducted the first student assembly focused on Coping with Criticism				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	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 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

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| 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. |

According to an analysis of the P.S. 222 Teacher Survey created by the SDC (Staff Development Committee) and conducted in June 2014, teachers indicated a need for professional development in the following areas: technology, collaborative planning with a focus on multiple entry points, learning centers, cross-curricular activities and project based learning.

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.

By June 2015, establish 4 cycles of six-to-eight weeks for teams of teachers to work collaboratively using an inquiry approach focused on gaining knowledge in various instructional practices.

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>
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			
*Teacher teams will sets goals at the start of the cycle after they consider what they might try to do differently in their teaching practice (including changes in any aspects of curriculum, instruction, assessment, classroom expectations, etc.). *Teacher teams will develop an action plan by outlining a series of activities to support their learning in areas of need. *Teacher teams will design instruction and teachers will teach as well as collect data *Teachers teams will analyze data (student work) to monitor progress and inform next steps	Students	Ongoing	SDC, teachers
Teachers will identify the necessary supports to address the particular needs of ELLs and SWD.	Students	Ongoing	Teachers
Teachers will inform parents through established communication	Parents	Ongoing	Teachers

Structured protocols will be used to foster a trusting environment to enhance instructional practices	Teachers	Ongoing	Administration, Coaches, Teacher Facilitators
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Part 4 – Resources Needed

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

Principal, Assistant Principal, Literacy Coach, prep 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.

X	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:

- 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, all teachers will have participated in multiple opportunities for professional learning, including an inquiry cycle, focusing on developing tiered activities in the area of reading.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. 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 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. |

Teachers need to collectively refine curricula and differentiate instructional tasks to address the variability of learners, including student readiness, language proficiency, and learning preferences, thereby increasing accessibility and opportunities to engage with meaningful content at the appropriate level of challenge.

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.

By June 2015, 10% of teachers (2 teachers) will have participated in a Leadership Program aimed at building their capacity and facilitation skills so that professional learning communities within the school are strengthened.

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			
Professional development to enable teachers to: *Possess the knowledge and skills to lead and support their colleagues in collaborative learning and practice aligned to the 2014–15 citywide instructional expectations; *Understand peer coaching models and have tools to engage in reflective practices to improve instruction; *Have learned and practiced using a variety of facilitation protocols for effective goal-setting, problem-solving, and reflective practices related to teacher and student work *Have completed a developmental portfolio demonstrating work they have facilitated with their school-based team related to a component of the citywide instructional expectations and the skills they have acquired aligned to the TLP Facilitative Leadership Standards (required for certificate of completion).	Teachers	Ongoing	Administration

Teacher leaders will have facilitated a grade/content/inquiry/data team with an instructional focus that meets a minimum of 45 minutes once a week during the 2014 -15 school year	Students	Ongoing	Teacher Facilitators
Facilitate collaborations among teacher leaders, teachers, coaches, and the Parent Coordinator to develop relevant outreach activities, meaningfully engage parents in the education and development of their children, and support ongoing communication.	Parents	Ongoing	Administration, Coaches, Teachers, Parent Coordinator
Teacher leaders will have used facilitation protocols for increased trust	Teachers	Ongoing	Teacher Facilitators

Part 4 – Resources Needed

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

Principal, Assistant Principal, teacher facilitators, prep schedule, per session

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.

X	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.

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, teacher leaders will have facilitated a grade/content/inquiry/data team with an instructional focus

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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

- | | |
|-----|---|
| 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. |

The school staff and parent community identified a need for assisting in the neighborhood at local food pantries given that 74% of the students are eligible for free lunch. Additionally, the school community saw that improvements could be made regarding caring for tree pits and area surrounding school.

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.

By June 2015, implement a civic responsibility program where students participate in 3 year-long school wide activities to compliment the academic program so that students receive a well-rounded education.

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			
*The school community will participate in a variety of socially responsible activities appropriate for diverse populations and students including Fall Planting of 350 daffodil bulbs in 15 street trees along 37th Avenue, with litter removal and routine maintenance *Students will participate in the Penny Harvest Program to support community organizations *The school community will participate in a canned food drive to be divided among local food distribution centers.	Students, parents	Fall and Winter	Parents, Administrators, Teachers, Penny Harvest Coordinator
Establish a Penny Harvest Student Council with representatives from every class to support their leadership development and ensure that they’re part of the decision-making process as it relates to community grants	Students	Winter and Spring	Penny Harvest Coordinator
PTA Listserv and monthly newsletter in both English and Spanish will be utilized to keep parents up to date about service opportunities.	Parents	Ongoing	PTA Executive Board

The school staff will print and distribute communication from PTA to parents in a timely fashion.	Parents, Teachers	Ongoing	School Aides
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
NYC Master Composter, NYC Million Trees Steward, bulbs from NY 4 Parks, prep schedule, Penny Harvest Coordinator

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.									
X	Tax Levy	X	Title I Basic		Title IIA		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:				
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, we will have planted 350 daffodil bulbs, conducted a Thanksgiving Food Drive and gathered pennies.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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)	Level 1 and 2 on Running Records of Literacy	Web-based program, thematic units	One-to-one and small group	Before and after school
Mathematics	Level 1 and 2 on end-of-chapter tests	RTI Resource: Reteach Teacher and Student Book	One-on-one, small group	During the school day
Science	Performance on key assignments	Computer program	One-to-one	During the school day
Social Studies	Performance on key assignments	Computer program	One-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Low performance across all subjects coupled with major event	Counseling services	One-to-one or small group	During the school day

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
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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.

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

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

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).

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

- Job-Embedded Models
 - Peer Coaching, Mentoring
 - Action Research
 - Collaboration Around Student Work
 - Reflective Practice
 - Personal Learning Plan
- Outside Knowledge Models
 - Subject Matter Projects
 - Network Conferences
 - Webinars
 - Professional Book Study

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

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

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.

Shared decision making is the process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. Having established an SDC (Staff Development Committee) comprised of the Principal, Assistant Principal, Literacy Coach, grade leaders and UFT Chapter Leader, the team is responsible for setting the educational agenda for the school, including those surrounding assessments. Shared decision making allows members of the school community to collaborate in identifying problems, defining goals, formulating policy, shaping direction and monitoring program implementation. The process requires analysis of information, the development of plans to address identified needs, and the creation and implementation of monitoring systems to evaluate procedures and results. Grade leaders solicit input from grade level colleagues for greater transparency and ownership.

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	134,864	X	9-18
Title I School Improvement 1003(a)	Federal	22,063	X	9-18
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	68,078	X	9-18
Title III, Part A	Federal	11,200	X	9-18
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,649,370	X	9-18

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

FF Christopher A. Santora School, P.S. 222Q Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. FF Christopher A. Santora School, P.S. 222Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. FF Christopher A. Santora School, P.S. 222Q will support parents and families of Title I students by:

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

FF Christopher A. Santora School, P.S. 222Q
School-Parent Compact (SPC)

FF Christopher A. Santora School, P.S. 222Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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.



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: FF Christopher A. Santora	DBN: 30Q222
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 222 Title III Program provides English Language Learners (ELLs) with supplemental instruction in an After School ESL Program which will service ELLs in kindergarten, and grades 1 and 2 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Our school implements a Dual Language Program and a free standing ESL program.

The Kindergarten After School ESL classes will meet for a total of 26 sessions one day per week beginning January 2015 through April 2015 from 2:45 pm to 3:45 PM (1 hour). The Grades 1 & 2 After School ESL classes will meet for a total of 42 sessions two days per week beginning October 2014 through April 2015 from 2:45 - 4:00 PM 1-1/4 hours). Group size will be maintained at 20 students per teacher. There will be a total of one class for the Kindergarten After School ESL program servicing approximately 20 ELLs; and a total of two classes for the Grades 1 & 2 After School ESL program servicing approximately 40 ELLs. There will be 3 teachers, all of which are ESL or bilingual Spanish certified. The teachers will service students in the Dual Language Program and the free standing ESL program.

Our Title III teachers will collaboratively plan lessons for the After School Title III Program. We will use the following materials:

- Read, Reason and Write, a program by Continental Press designed to improve student performance in a number of key reading skills. Each book contains high-interest reading selections related to a given theme. These selections form the base for a range of reading comprehension and writing activities, including graphic organizers to help students sort out their thoughts. The reading selections found within the student books are organized in ascending readability levels, starting slightly below and building to a high on-grade level. This approach uses rigorous text to “stretch” students’ reading comprehension, as is required by state standards based on the Common Core. Additionally, the books come in multiple themes per grade level with a balance of fiction and nonfiction passages in order to motivate readers. Furthermore, each book contains two review lessons that require students to think about several selections at one time—synthesize, generalize, and conceptualize. Application of this type of higher-level thinking skill is a fundamental part of today's standards and the Common Core.

Part B: Direct Instruction Supplemental Program Information

- Continental's New York ELLs, a program that provides practice in the various question formats of the 2015 NYSESLAT to help students transition to the NYS Common Core ELA Test. The lessons address the speaking, listening, reading, and writing language domains. Updates for Phase I NYSESLAT are covered, including a focus on academic content and items for the Common Core's emphasis on reading for information. Within the lessons, one may find opportunities to engage in: response to graphic information; short passages; comprehension of dialogue and information; picture-based stories; listening for academic content; and fact-based essays.

Part C: Professional Development

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

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

Begin description here:

Professional development will be coordinated by the SDC (Staff Development Committee) which includes the following staff members: Principal, Assistant Principal, Literacy Coach, UFT Chapter Leader, Grade Leaders for K, 1 and 2 at no cost to the Title III Program. This component will provide teachers with scaffolding and differentiated instruction strategies for teaching ELLs. Sessions will be facilitated by the Principal. Professional development will take place in four 2-hour sessions after school, and teachers will be paid per session. Facilitators will provide staff development at no cost to the program.

Workshops will focus on:

Overview of Program - October 2014

Implementing the Read, Reason and Write Curriculum for ELL Success – November 2014

Integrating Technology to Enhance Learning - December 2014

Preparing for the NYSESLAT with the New York ELLs Program - January 2015

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

We offer parent ESL classes in order to enhance the parents’ English language skills. This program will meet for a total of 25 sessions one day per week beginning November 2014 through May 2015 from 3:15 pm to 4:15 PM. All parents of ELLs are invited and registration is handled by the Parent Coordinator at no charge to the program budget. There will be one ESL certified teacher to conduct the parent ESL classes. We will use the following materials to facilitate the acquisition of the English language so that parents can acclimate better into the mainstream community: Workplace Plus which encompasses a scientifically based, peer-reviewed program based on studies of ESL pedagogy, as well as standards for adult ESL education developed at the national level.

Part E: Budget

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

Allocation Amount: \$ _____

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, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	268	Total number of ELLs	88	ELLs as share of total student population (%)	32.84%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	88	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0							0
Dual Language	17	0	0							17
ESL	71	0	7							71

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	88	0	7	0	0	0	0	0	0	88
Number of ELLs who have an alternate placement paraprofessional: <u>0</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	0	0											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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE Spanish	9	15	2	22	7	14													18	51
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	9	15	2	22	7	14	0	18	51											

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): <u>7</u>	Number of third language speakers: <u> </u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>1</u>	Asian: <u>0</u>	Hispanic/Latino: <u>34</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>16</u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	29	12											59
Chinese														0
Russian														0
Bengali	2	2	2											6
Urdu			1											1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	2											4
TOTAL	20	33	17	0	70									

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	4	1											12
Intermediate(I)	3	4	1											8
Advanced (A)	19	28	21											68
Total	29	36	23	0	0	0	0	0	0	0	0	0	0	88

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.
At the beginning of the school year, we use TC running records to assess the early literacy skills of our ELLs. An analysis of data revealed that 57.40% of our ELLs in grades 1 and 2, are below reading level. As a result, we have implemented guided reading and small group instruction to support this population of students. In addition, these students attend extended day, RTI in the morning

and after-school.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels on both the LAB-R and NYSESLAT, show that a majority of our students are scoring Advanced. This year we have only 12 Beginners K-2, 8 Intermediate, K-2, and 68 Advanced, K-2.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
This year the NYSESLAT results were not itemized according to modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
The parents are given an option during the first 10 days of new student enrollment as to which program they would like their child to be enrolled in. They are shown a DOE video explaining the different program options. Parents then elect which program they want their child to be enrolled in. The LAB-R and NYSESLAT results are also used to ensure proper student placement. All content area teachers use visual aides, TPR and other ESL methodoliges to ensure that students are building English Language skills. Teachers in the DL and ESL programs have a deep understanding of the role that a child's second language development plays in instructional decisions. To that end, students receive appropriate scaffolds including questions and assignments in small groups at the appropriate level of challenge based on English proficiency level, and simultaneous translations are provided to individual students particularly in the ESL program, as needed.
In addition, our ESL self contained program, insturction us in English, and classroom represent the languages of our students. Our DL classes have classroom libraries in both English and Spanish, as well as word walls in both langauges. Our ELLs are supporte through the use if age and grade level materials.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. In our DL program, English Proficient Students (EPs), are assessed using the SISTEMA DE EVALUACIÓN DE LA LECTURA. This is the Spanish version of the TC Running Records. After a child is assessed the teachers use the TC Benchmarks to analyze the data.
 - b. The proficiency level in the target language for our EPs is comparable to the proficiency level of our ELLs in English.
 - c. N/A Our students are not required to take any State and City Assessments as of June 2013.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs through teacher observations, student portfolios, TC running records five times a year, NYSESLAT, Discovery Math and Performance Tasks for ReadyGen and Go Math.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At enrollment, trained staff, Harriet Berson, teacher, and Merin Reyes, ESL teacher meet with parents to make an initial determination of the child's home language through the Home Language Identification Survey (HLIS) which is translated in nine languages. An informal oral interview is also conducted in English and in the native language with the parents and child to gather the most accurate information. Parent volunteers from our PTA are available to assist with native language support. In addition, Google Translate is used to communicate in any language that is not spoken by our staff or parent volunteers. Once the staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered the LAB-R. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Once students have been identified as ELL's, parents are asked to return to the school within the first ten days for a program orientation.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
An invitation is sent to the parents inviting them to an orientation to provide them with information on the different ELL programs that are available in the school. The orientation includes a video and brochure in the parent's home language. At this meeting, we describe the programs that are available in our school, mainly the Dual Language Program and the Free-Standing ESL program. The process is finalized within 10 days of enrollment. As new children enroll in our school throughout the course of the year, the process gets repeated. If parents are unable to attend the program orientation, the Parent Coordinator would then contact them and set up an appointment to review program options.

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

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Harriet Berson is responsible for distributing entitlement letters, utilizing the HISE report from ATS - which include the NYSESLAT test scores or LAB-R results. Entitlement letters are addressed to the parents of each child and sent home with the child. The Parent Survey and Program Selection Forms are given at registration (for new students). Parents fill out program selection forms during orientation. If parents are unable to attend orientation a follow-up meeting is conducted by trained staff in charge in order to ensure all program selection forms are returned. Records are properly maintained in the school and these letters are copied and placed in a binder in the Principal's office. Placement letters are also distributed and maintained in the same binder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After a licensed teacher interviews the parents and students at the time of registration, our Parent Coordinator assists the parents with completing the Home Language Identification Survey. Then, the RLER is run and if (through the use of the report, the HLIS, and the interview) the child is deemed eligible to take the LAB-R it is given immediately. If the results of the Lab-R (for students new to the NYC school system) or if the results of the NYSESLAT (for students already in or returning to the NYC school system) show that the child is an ELL, Harriet Berson informs the parents that there are a variety of different instructional programs for ELLs. This information is given to the parents in English and translated for them (by a staff member, the DOE translation unit, or Google Translator). Next, Harriet Berson sits with the parents and shows them the Program Choice video. Once the parent has viewed the video in his/her native language, Program Preference forms are distributed and completed. At this point, the parent is offered a class in our school or is explained the process of getting a seat in a neighboring school so that the child can be in the requested program. This information is also translated into the parents' native language.
- After all the appropriate forms and documents have been signed, filled out and collected, the Pupil Personnel Secretary then enters all the relevant information in the ELPC screen in ATS for each child within 20 days of enrollment.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Every year in the spring, the ATS report RCRL is ran to determine which students are eligible to take the NYSESLAT. In addition teachers involved with testing receive the Testing Handbook and reviewed and all questions are answered before the test. The NYSESLAT is administered by our ESL and Dual Language teachers administer the writing, reading and listening portion of the test while Harriet Berson administers the speaking section individually to our students in our library. Additionally in monolingual classes where there are a few ESL students, Harriet Berson administers the test in a separate location to those specific students. All teachers receive an envelope the day of the test. They must count booklets, sign the test security form prior to and after administering the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The trends in the past three years are: 1) 69% of kindergarten parents chose the ESL self-contained program as opposed to 31% who chose the Dual Language program. 2) 90% or 9/10 of first grade parents chose the ESL self-contained programs as opposed to 10% who chose the Dual Language program. 3) 74% or 3/4 of second grade chose the ESL self-contained program as opposed to 26% who chose the Dual Language program.

A. Programming and Scheduling Information

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

In our Dual Language program, Native Language Arts is delivered on alternating days (2 days one week, 3 days the following week).

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

In the freestanding ESL model, the instructional approaches that we use to teach the content areas to our ELL students are effective and are research-based. Research shows that language learning and literacy learning are interrelated. They are both developmental, cognitive processes that promote the acquisition of the four skills: listening, speaking, reading and writing. Before planning the learning experiences for ELLs, our teachers also use formal and informal assessments to learn their level of English language proficiency and their current levels of knowledge and skills in literacy and the content areas. The use of whole group and small group direct teaching is pervasive in all our ELL programs, and it is scaffolded by the following practices during content area instruction:

Activating students' prior knowledge on a given topic.

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

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

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

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

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

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

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

Creating task flow charts with illustrations to help monitor learning.

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

Re-teaching and reinforcing strategies through strategy groups.

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

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

The DL program integrates ELLs with English proficient speakers so that all students develop second language skills while acquiring content area knowledge in both languages (English and Spanish). Both groups serve as language models for each other, and through their interaction they experience growth in both languages. Students are expected to build academic skills in their native

language and transfer these skills to the English language. It is important to note that our Dual Language program begins in Pre-K with one session (one of the two AM sessions) devoted to learning in both English and Spanish. Students in the Dual Language program K-2 receive 50% of instruction in English via the rollercoaster model; one day in Spanish and one day in English. Therefore the content areas are addressed in both languages on alternating days.

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

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

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

In our DL program, students are assessed using the SISTEMA DE EVALUACIÓN DE LA LECTURA. In addition, newly admitted Spanish entitled students are given the LAB-R in Spanish to determine native language level of literacy.

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

Our literacy program, ReadyGen, addresses the needs of ELLs in various ways. Students' listening, speaking, reading and writing modalities are strengthened through the following components: read aloud, close reading, text vocabulary conversation and small group and writing instruction. Scaffolding strategies are incorporated in order to make the content accessible to our ELLs. End-of-unit assessments enable teachers to evaluate English acquisition and gauge academic progress for students under their charge.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

b. Newcomer ELLs who enter in kindergarten and first grade are afforded the same level of excellent education by our certified ESL teachers. In addition, students are offered a seat in our morning program, extended day program and our after school program. Newcomer ELLs who enter in second grade receive extra support to catch up in reading, math, and English.

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

d. N/A

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

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

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

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

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

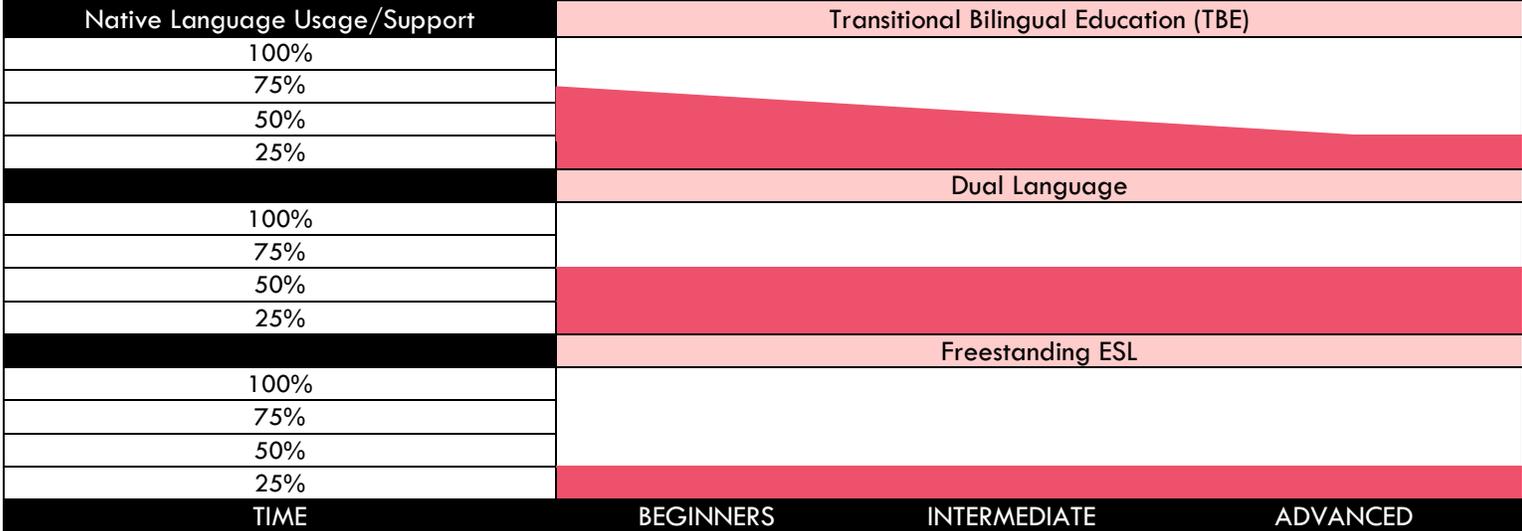
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

There are no programs that currently fit this category.

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

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

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

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

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

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

In DL, 50% of instruction is in Spanish, and 50% in English; the rollercoaster model; one day English, one day Spanish. In ESL, instruction is in English, but are teachers and paraprofessionals help students using their native language during lessons to help support them with their tasks. Cuaderno de lectores y Escritores is used in all the DL classes K-2, the Go Math program is available in both English and Spanish. For Ready Gen, when an anchor text is available in Spanish the teachers use the Spanish title, otherwise they translate the anchor text and use a comparable text to teach the Spanish lessons.

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

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

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

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

18. What language electives are offered to ELLs?

Our DL program is conducted in English and Spanish.

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

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

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

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

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

E. Additional Information

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

Translation and Interpretation Plan:

Our Pupil Accounting Secretary, Janette Ortiz, runs the RSDS report in ATS to determine the percentage of parents' preferred home language. A review of the RSDS report indicated that 72% of parents' home language is Spanish. All written translation will be going home in English and Spanish. Our school secretary, Janette Ortiz, who is bilingual (Spanish/English) will be translating all communications to parents, after school (per session). We will provide parents with translated communication not provided by the Department of Education such as: flyers, notices, permission slips, consent forms, parent handbook, and letters. In addition, per session money was allocated for paraprofessionals to translate during PT conferences, PTA meetings, and individual conferences during the year if they are conducted during after school hours.

Part VI: LAP Assurances

School Name: <u>FF Christopher A. Santora Scho</u>			School DBN: <u>222</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvonne Marrero	Principal		11/1/13
Rossana Awais	Assistant Principal		11/1/13
Betty Ortiz	Parent Coordinator		11/1/13
Merin Reyes	ESL Teacher		11/1/13
Edna Iriarte	Parent		11/1/13
Ruth Arias, Bil. Teacher	Teacher/Subject Area		11/1/13
Harriet Berson, AIS	Teacher/Subject Area		11/1/13
Irene Zajac	Coach		11/1/13
	Coach		11/1/13

	Guidance Counselor		11/1/13
	Network Leader		11/1/13
	Other _____		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

