

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R022

School Name:

PS 22 THE GRANITEVILLE SCHOOL

Principal:

MELISSA LAMB-DONATH

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 31R022
School Type: na Grades Served: PK, 0K, 01, 02, 03, 04, 05, SE
School Address: 1860 Forest Avenue, Staten Island, NY, 10303
Phone Number: 718-442-2219 Fax: 718-815-3104
School Contact Person: Melissa Lamb-Donath Email Address: Mdonath@schools.nyc.gov
Principal: Melissa Lamb-Donath
UFT Chapter Leader: Tonia Perkins
Parents' Association President: Debbie Giordano
SLT Chairperson: Brian Landano
Student Representative(s): Na

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 609 Network Leader: Michael Dantona

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)
Melissa Lamb-Donath	*Principal or Designee	
Tonia Perkins	*UFT Chapter Leader or Designee	
Debbie Giordano	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Brian Landano	Member/ UFT	
Andrea Tsiamanes	Member/ UFT	
Alma Rodriguez	Member/ UFT	
Sandy Dinger	Member/ UFT	
Teresa Caliarì	Member/ UFT	
Mary Zguro	Member/ UFT	
Janel Rudder	Member/PTA	
Johanna Bibbins	Member/ PTA	
Nicole Quainoo	Member/PTA	
Rebecca Sanusi	Member/PTA	
Madeline Vasquez	Member/PTA	
Migdalia Marin	Member/PTA	

Tadhije Ahmeti	Member /PTA	
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**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:

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

PS 22 is a diverse, multicultural, collaborative school community serving almost 1,100 elementary school children in the Graniteville section of Staten Island. Each member of our community is dedicated to achieving high academic standards for all of our students. Through standards aligned to the Common Core State Learning Standards, a nurturing environment, the arts, and the development of civic, social and technological skills, we are committed to creating a community of lifelong learners.

PS 22 believes that each of our students has special gifts and talents. To foster the unique and different levels of all of our students, PS 22 utilizes the workshop model in reading, writing, and math to enable children to self-direct based on their ability and learning modality. Science and Social Studies are taught through the workshop as well as by Cluster teachers. All children participate in a rigorous learning environment with high expectations.

Based on the premise that every child can learn, we employ a multi-sensory approach to learning. Utilizing their strengths, students are provided with opportunities that allow them to assume a productive place in society. Such opportunities are: 5th grade chorus, Art Squad, Technology Team, Peer Mediators, Stock Market Game, Virtual Y After School program, ELL program and our partnerships with the University Temple of the Arts, the Mariners' Harbor library and the Alice Austin House.

For the last several years our school has been recognized as a gold star elementary school by the Anti-Defamation League for their "No Place for Hate" program. We have also been recognized by the NYC DOE for our best practices around our P.B.I.S program. We will continue to address school climate and decrease occurrence reports through these best practices.

Our fifth grade chorus at PS 22 has been recognized internationally. They have performed throughout the city and state. They have performed at the Academy Awards and at the Presidential Inauguration.

The Virtual Y After School program at PS 22 serves about 175 students daily. This program provides a seamless day for the students in our after school program. We became the first accredited after school program in New York City in the fall of 2001, and the largest accredited after school program in the country.

Our ELL Program serves 142 students daily. We currently have three dual language classes within our building, in grades Kindergarten, Third, and Fourth grades. In addition, we also have a Bilingual Kindergarten special education class 12:1:1. Over the past year due to our diligent instruction and school-home partnerships, 16 of our students have passed the NYSESLAT and are now able to gain command of the English language. To aid parents with this, PS 22 offers ESL classes to assist them in becoming fluent in the language and assist the students with work at home.

We are continuing to monitor our attendance rate. Over the last several years, our attendance rate has hovered around the 93% range. Research shows that the more students miss school the chances are greater that the students will not be performing on grade level. To address this, we continue to monitor attendance by utilizing an attendance teacher and providing incentives to improve attendance.

PS 22 has made some strong gains over the past year. One gain based on our Math state test scores show that our students performance levels increased by 9%. Another gain we have made is that our Special Education students demonstrated a 3% increase to levels 3 and 4 in math. Our ELL students have demonstrated an 8% in their math state exam scores. Our NYS ELA scores showed 4% increase overall in students performing in levels 3 and 4. SWD students showed a 3% gain and ELL students showed a 2% gain. This data along with data from our school quality guide data demonstrates that we are exceeding targets of student progress as well as meeting targets of student achievement.

Our instructional focus for the 2014-2015 school year will be centered around using assessment to drive instruction. Analyzing data from performance assessments, classroom tests, running records, and conference notes, and checks for understanding will be the driving force in assisting teachers in planning specifically for the children in their classes. Teachers will formulate and work in professional learning communities by grade and across specific topic areas to look at student work and make thoughtful decisions about strategies to implement in their planning. Along with this, we will continue to refine and align our curriculum to the Common Core Learning Standards and provide rigorous instruction to prepare our students for College and Career Readiness.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on data from TCRWP which analyzes running records for each student 5 x a year, data showed that students performing at levels 3 and 2 (46%) made no significant gains over the year. Progress was noted along reading levels but not over performance levels. Student test scores on the NYS Common Core 2014 ELA indicated that students at or above grade level was 21%. This was a 4% increase from the previous year.

Student test scores on the NYS Common Core 2014 MATH test indicated that students at or above grade level was 30%. This was 9% increase from the previous year.

Our school did not receive a Quality Review (QR) in 2013-2014 or 2012-2013. Based on the most recent 2011-2012 QR Report, our school received a “Developing” for QR Indicator 2.2. The report stated the following: “Increase the number of teachers aligning assessments to curriculum and using on-going assessment practices to adjust instructional decisions at the team and classroom level.

Informed by Capacity Framework Element-Rigorous Instruction, current data and our most recent QR, there is a need to refine curriculum and teacher practice around reading in order to increase performance levels of students in reading and writing. This includes developing students’ critical thinking skills to support rigorous discussions. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, there will be a 4% increase in the number of students performing at or above grade level in ELA based on NY State Assessments as evidenced by the NYC Snapshot Report.

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			
Teachers will guide instruction through the use of Teachers College Reading and Writing Curriculum.	Students	September 2014-June 2015	All instructional staff
Teachers will administer baseline assessments (running records, math assessments, predictive) in October and January to monitor progress of all of our students.	Students	October/January March/June 2015	Classroom Teachers
Teachers will implement Response to Intervention Strategies (Tier 2) for all students who require additional supports from the core curriculum. These programs will include: Foundations, Wilson, Ortan Gillingham, Linda Mood Bell to address student's skills in reading and writing.	Students in the bottom 1/3	November 2014-June 2015	RTI Team/Classroom Teachers
Teachers will conference with all students to monitor progress and set specific learning goals for each student. Teachers will utilize Universal Design for Learning strategies and planning to accomplish these goals.	All students	September 2014-June 2014	Classroom teachers
Instructional lead teachers will work with small groups of teachers to improve instructional needs provide professional development around planning for students critical thinking skills using Webb's DOK	Select teacher teams	October 2014-June 2015	Instructional Lead Teachers and classroom teachers, Staff Developer
Teachers will engage in Professional Development at a minimum of 10 X a year with a Teachers College Staff Developer to better develop lesson plans with scaffolds and multiple entry points to meet the needs of the learners in their classrooms.	All teachers	September 2014-June 2015	All instructional staff
Staff Development will be provided to teachers of SWD and ELL students to support specific strategies around the work with these	Special Education and ELL students	September 2014-June 2015	Special Educations/ELL Teachers
Teacher teams will engage in professional learning communities focused on RTI initiatives in the classroom, ELL strategies aligned to the work of Dr. Filmore, and inclusive practices in partnership with Teachers College Inclusive Classroom Project.	All teachers	September 2014-June 2015	Staff Developers/AP's/teachers Lead teacher
Inter-visitations will be planned with PS 45 to form teacher led inquiry groups around best practices in reading and writing and around strengthening student discussion.	Teacher visitation team	September 2014-June 2015	Lead teachers, Inquiry group, Ap's
Na	Na	Na	Na

Part 4 – Resources Needed

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

4 staff developers; Reading Writing Units of Study Books; 2 Instructional Lead Teachers; 40 days substitute teachers for intervisitations and professional learning.

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	n/a	Title IIA	n/a	Title III	n/a	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

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.

To ensure that we are on track for meeting our goal we will look at the following data sources at specific times and make adjustments as necessary:

TCRWP- September, November, January, March, June
 ADVANCE teacher data- November, January, March, May Domain 3b and 3d

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on OORS data for the 2013-2014 school year, 66% of occurrences occurred around 3 specific infractions: A024-Minor Altercations, A06-Disrupting the Educational Process, and A016-altercations on the bus. These were the same three top tier occurrences from the previous year identified as areas of concern.

Our School Quality Snapshot demonstrated that only 36% of teachers feel that order and discipline are maintained at this school. The city average for this standard is 81% while the district average is 79% thus demonstrating a need to target safety and discipline.

PBIS program surveys that were taken by staff members within the school measure benchmarks of quality for the program. Survey data from the 2013-2014 school year highlight that we are developing in involving faculty, staff and students are in the development and delivery of behavioral curriculum. This identifies a need to continue with open communication and dialogue in planning positive behavioral outcomes and strategies for our students.

Informed by Capacity Framework Element-Safety and discipline protocols, social emotional learning practices and peer supports for academic work demonstrate that there is a need to continue to implement Tier 2 and Tier 3 activities in our PBIS program. We also see evidence to continue to develop and write effective Behavioral Intervention Plans along with Functional behavioral Analysis for our students.

Part 2 – Annual Goal

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

By June 2015, there will be a decrease in occurrences A024, A06 and A016 by 5% as evidenced by the OORS reporting system. There will also be an increase of 5% in the school environment element “teachers feeling that order and discipline are maintained at this school” as evidenced on the School Quality Snapshot.

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"> 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 			

Utilization of 3 full time guidance counselors to support student social/emotional needs.	Mandated IEP students, at-risk students, TBD	September 2014-June 2015	Guidance counselors
Continued implementation of our PBIS program for student discipline.	All students	September 2014-June 2015	All staff
Implementation by classroom teachers of PBIS cool lessons throughout the school year to target specific areas of school where occurrences happen.	All students	September 2014-June 2015	All staff
Implementation and review of School Discipline plan.	All students	September 2014-June 2015	Administration, staff
Implementation and monitoring of Tier 2 and Tier 3 interventions for students with specific needs.	Tier 2 and Tier 3 students	October 2014-June 2015	Classroom teachers and support staff
Continued PBIS celebrations to promote and encourage students to be prepared, respectful and responsible.	All students	November, January, March, June	PBIS team and Guidance Staff
Bi-monthly meetings of the PBIS teams to discuss students in various Tiers and to identify strategies and programs to work with the students.	Tier 2 and 3 students	September 2014-June 2015	PBIS Team
Implementation and consistent use of Functional Behavior Analysis and Behavioral Intervention Plans .	At-risk behavioral and mandated students	September 2014-June 2015	Classroom teachers, SAT, Guidance Staff
Partnerships with community agencies to support social and emotional development of students and families and building trust with the school community.	At-risk students and families	September 2014-June 2015	SAT and Guidance Staff, Parent Coordinator
Hosting parent engagement nights four times a year in addition to parent teacher conferences to increase parent participation.	Families of PS 22	November 2014, January, March, May 2015	Parent Coordinator, Administration
Monthly assemblies that support student's successes and strengthen sense of community in the school.	All students	September 2014-June 2015	Administration
n/a	n/a	n/a	n/a

Part 4 – Resources Needed

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

3 guidance counselors, 1 Conflict Resolution teacher, 1 Parent Coordinator, Cool Lessons for PBIS and School Discipline Code, Peer Mediators, Staff for Parent Engagement Nights, Food, Certificates.

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	n/a	Title I Basic	n/a	Title IIA	n/a	Title III	n/a	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Na

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 February 2015, the number of the three priority discipline infractions (A024-minor altercations, A06-Disrupting the Educational Process, and A016-altercations on the bus) reported in OORS will be lower than the number of incidents reported at the same time last year. This will be monitored by reviewing the OORS data on a monthly basis.

By February, 2015, through the use of a PS 22 school wide survey, the school community will report that order and discipline have been improved upon.

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

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

Na

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the most recent Quality Review, there was a need identified for regular evaluation of the effectiveness of professional development. The key areas of focus were structured professional collaboration, capacity building, and leadership development strategies.

Based on The Learning Environment Survey from 2013-2014, 35% of teachers found the professional development offered in the building to be short term and unrelated.

Informed by the Capacity Framework Element-The professional development sessions will provide the opportunity for staff to self assess their instruction to enhance rigor. Teachers will work together to look at current data, identify strengths and weaknesses among the grade and also identify trends. This will allow for the staff to refine the strategies used within the classroom which will provide scaffolding and multiple entry points for all learners thereby increasing student learning outcomes.

This needs assessment informed the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, there will be a 3% progressive increase in the ELA reading levels of all students as evidenced by our MOSL data and NYS ELA scores. This will be a direct result of teachers working collaboratively in teacher teams, analyzing student work, and planning during instructional planning time and inquiry groups with the administration.

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"> 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 			
Administration will attend bi-monthly meetings with staff developers of TC, following the reading and	Administration, ELA teachers	September 2014-June	Grade Level Administration/Staff

writing workshop models using pre, mid and post assessments to increase student learning outcomes.		2015	Developers/ELA teachers
TCICP – Teachers will attend TCICP meetings with a focus on UDL strategies paying particular attention to multiple means of assessment. Staff will utilize data to enhance instructional planning to increase student learning outcomes.	Teachers of SWD	September 2014-June 2015	Staff Developer/Administration/SWD teachers
Lead Teachers – Strategies to build leadership opportunities and build capacity within the school will include the utilization of lead teachers. These two teachers will demonstrate and model lessons, provide additional professional development to staff, and lead teacher inquiry teams. This will focus on instructional practices and interpreting assessment data.	Classroom Teachers	September 2014-June 2015	Lead Teachers/ Administration
During teacher teams, instructional staff will implement the practice of protocols to look at student work and identify gaps in learning to tailor future professional development to align with student needs.	Classroom teachers	November 2014-June 2015	Instructional staff /administration
Inter-visitations PS 45 – PS 22 has established a partnership with PS 45. PS 22 will visit PS 45 with a focus on 3d, using Assessment in Instruction. PS 45 will visit PS 22 with a focus on UDL strategies. These inter-visitations will promote collaboration and enhance instructional practices for both schools.	Select Classroom Teachers	October 2014-June 2015	Lead Teachers/Classroom Teachers selected for intervisitation group.
Observe staff using the Danielson Framework to identify strengths and provide feedback to increase rigor and instructional	Instructional staff	September 2014-June 2015	Administration
Partnering with Teacher Development Center, a staff developer will work with Lead Teachers and select classroom teachers in 3 cycles to support instructional planning around assessments for the students	Classroom teachers	September 2014-June 2015	Lead Teacher, Administration

Part 4 – Resources Needed

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

Classroom teachers, administrators, staff developers.
Danielson framework, protocols
Substitute teachers, professional development materials

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	Na	Title IIA	Na	Title III	Na	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

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 students will complete the ELA benchmark assessments in reading (running records) which will be used to monitor progress of student achievement and formulate next steps for professional learning for February-June. 2015.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	n/a	Yes	n/a No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
n/a				

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

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

Based on data from the 2013-2014 Learning Environment Survey, 69% of staff stated that leadership communicates a clear vision for the school. Additionally, 59% agree or strongly agree that leadership understands how students learn. 90% of staff believe that school leaders place a high priority on the quality of teaching.

Our Quality Review in 2011-2012 indicated that an area of focus was to continue to use data regularly to evaluate the effectiveness of structured professional collaboration, capacity building, and leadership development strategies. This identified additional planning for a differentiated professional development plan in addition to a need to identify teacher leaders who will lead the work and build capacity within the school community.

Informed by the Capacity Framework Element-Providing guidance, development opportunities and advice for our staff and indentifying through data from Advance and teacher professional learning goals will serve as a roadmap to create professional development opportunities and professional learning communities that align with teacher goals and support student learning in the classroom. Utilizing the observation process will further support teacher practice and create a sense of urgency for teachers to utilize what they have learned in the practical application of their classroom.

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, school leaders will provide, plan, and arrange for professional development opportunities for teachers to develop cohesive, collaborative, and relevant instructional practices in the area of assessment and instructional practices, as evidenced by Advance data and the Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

-Partnership for Inter visitation with PS 45 for teachers to share and explore practices and reflect on their own practices to improve instruction.	Select teachers for intervisitation	September 2014-June 2015	Lead Teachers and Administration
Formation of Professional Learning Communities for teachers that are relevant to the learning needs of the staff and teacher practice in the building	All staff	September 2014-June 2015	All staff, Administration
Setting up Protocols to support teachers to engage in rigorous instruction around the area of student work.	All staff	September 2014-June 2015	All staff, Administration
Utilizing the School Leadership team to support instructional goals and initiatives for the school community	School Leadership Team	September 2014-June 2015	Administration
Looking at Advance Data to determine teacher's strengths and areas of improvement. This data will support professional learning communities around specific topics to meet teacher needs and professional goals.	Teachers	September 2014-June 2015	Administration
Focused Learning Instructional Walk-through with teaching staff and administration to identify areas of celebration and areas to strengthen as a continued school wide focus	Teaching staff	September 2014-June 2015	Administration, lead teachers

Part 4 – Resources Needed

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

Administrative team, protocols for looking at student work, School Leadership Team, Advance Data, Observations, Substitute Teachers for Professional Learning Days and Walk through visits.

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	n/a	Title IIA	n/a	Title III	n/a	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

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 February 2015, teachers will complete a survey to assess satisfaction/relevance of attended professional development sessions.

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?

n/a

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. |

36% of parents at PS 22 participated in completing the 2013-2014 Learning Environment Survey. The city average participation rate is 54%. This identifies the need to work on parent engagement practices to increase parent voice and involvement in the instructional needs of our students.

The survey also identifies only 10% of our population attends PTA monthly meetings. This attendance rate is confirmed by attendance data provided by the PTA at monthly meetings.

Attendance data at Parent Teacher Conferences suggest that 80% of parents attend these meetings twice a year. Other opportunities such as student performances, Parent Engagement Nights, and Parent Workshops are attended at about 35%.

The Learning Environment Survey identifies that 66% of families communicate with school staff about their child’s academic progress several times a year. 75% of these families believe that information sent home by backpack is the most effective form of communication. Only 17% of parents receive information from school staff.

Informed by Capacity Framework Element-Parent Involvement, effective communication and parent feedback efforts need to be refined to be better able to include parents in the instructional program at PS 22. Allowing parents to have better access to the school community will improve strong family community ties. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – 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.

To continue to improve family-community ties, by June 2015, the administration, school staff and parent coordinator will strategically develop parent-teacher outreach opportunities, events and school-community partnerships so that there will be a 5% increase in parent and community participation of said events as evidenced by parent attendance sheets.

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			
Invitation to monthly PTA meetings with special events	Parents/families of PS 22	September 2014-June 2015	Administration, PTA, Parent Coordinator
Invitation to Parent Engagement Nights hosted 4 times a year.	Parents/Families of PS 22	September 2014-June 2015	Parent Coordinator, PTA, Virtual Y, Administration
Interest Inventory to parents at beginning of school year to determine interest in specific topics to hold workshops.	Parents/Families of PS 22	September 2014-June 2015	Parent Coordinator
Back to school night to inform parents of Instructional Focus and Common Core Learning Standards.	Parents/Families of PS 22	September 2014	Administration
Introduction of class parents to the parent community. Each class has a parent that becomes a part of the Principal Parent Council.	Parents/Families of PS 22	September 2014-June 2015	Administration, PTA,
Parent Orientation for ELL, Kindergarten and New Parents at the beginning of the school year.	Kindergarten and New Parents	September 2014-Ongoing	Parent Coordinator, Administration, Key Classroom teachers
Parent's invited to attend student performances and in class events, including trips, at least once a year.	Parents/families of PS 22	Ongoing	Teachers, Administration
Monthly newsletters go home to inform families of updates at the school.	Parents/families of PS 22	Ongoing	Administration/Parent Coordinator
Utilization of phone messenger service to give out important information.	Parents/families of PS 22	Ongoing	PS 22 staff
Translation services are available for parents who speak languages other than English.	ELL parents/families	Ongoing	Parent Coordinator, bi-lingual staff, translation services
School website with class pages to communicate information to parents (available in multiple languages.)	Parents/families of PS 22	Ongoing	Administration, PS 22 staff
Workshops offered on technology based programs that parents can use at home.	Parents/families of PS 22	Ongoing	School staff/Outside agencies
ELL classes two times a week for families learning the English Language.	ELL families	September 2014-June 2015	JCC- provides classes, Parent Coordinator

Part 4 – Resources Needed

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

Administration, Teachers, Parent Coordinator, PTA Board Members, newsletters, parent workshops, food and refreshments, materials and books, outreach materials, translation services, website, phone system

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	n/a	Title IIA	X	Title III	n/a	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

n/a

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 February 2014, attendance rosters for parent involvement events will have increased by 3%.

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

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

n/a

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)	-performance at below grade level standards	-computer based programs -guided reading -leveled literacy -Voyager program -Linda Mood Bell -Wilson	-Small group -After school -One-to-One direct instruction -Peer tutoring	-during the school day -after school program
Mathematics	--performance at below grade level standards	-computer based programs -interactive math games -repeated practice	-small group -after school -One-to-One direct instruction -Peer tutoring	-during the school day -after school program
Science	-performance at below grade level standards	-hands on learning activities through FOSS -computer based programs -content non-fiction reading	-small group -one-to-one group direct instruction -peer tutoring	-during the school day
Social Studies	-performance at below grade level standards	-non fiction literature -project based learning	-small group -one-to-one direct instruction -peer tutoring	-during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-reoccurrence of social/emotional concern -teacher/parent referral -attendance -decline in academic performance -increase in incident reports -family crisis	-PBIS -Check In-Check Out -CAPP program -Child Safety Program -Heartwood Program -Conflict Resolution -Peer Mediation	-small group -one-to-one counseling -family outreach -referral to outside agency -Home visits	-Before school day for Check In-Check Out program -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

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.

All teachers on staff are certified and identified as Highly Qualified. PS 22 works closely with our Human Resource Partner to ensure that all staff meets these requirements. Professional development is a key factor in supporting teacher effectiveness. Utilizing ADVANCE data as well as forming a professional development committee, we look to align professional development to meet the needs of our staff. Professional development activities are also supported through staff developers from Teachers College for reading and writing, a staff developer from TCICP to support utilization of Universal Design strategies in planning, and a staff developer from the Teacher Development Center to support utilizing questioning as a means for assessment. In addition, we have two Lead Teachers who support new teachers and hold grade specific workshops around topics of interest and need. Staff also utilizes workshops and professional development offered through the Network and the NYC DOE to support teacher and learning. A mentor teacher is assigned to all new teachers to the NYCDOE and building to meet the necessary mentoring hours. A study group with the mentor teacher is also held once a week to support new teacher effectiveness.

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).

Professional development activities take place throughout the school year. Our professional development committee meets bi-monthly to discuss data and teacher needs. The first Monday of the month is used for professional planning around instruction. Based on planning, teachers will participate in professional learning communities focused on the inquiry process to address student needs. 4 staff developers work with teachers monthly and utilize labsites to support teaching and learning in the building.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

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).

n/a

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.).

We host 2 ½ day pre-kindergarten classes. They are an integral part of our school building. The pre-k teacher and paraprofessional attend workshops both in and out of the building. Our pre-kindergarten curriculum is aligned to the Common Core Learning Standards and pre-kindergarten staff are offered opportunities to plan with kindergarten teachers to understand the skills kindergarten students need for entry. During the month of June, pre-kindergarten families are invited to meet with kindergarten staff and PS 22 administration and support staff to attend a workshop on how to prepare for kindergarten. Materials and books are provided to parents and students. This is also an opportunity to introduce different program choices offered at PS 22.

We also work closely with the pre-kindergarten social worker to offer family workshops to support families with both the social and emotional and educational growth of the students.

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.

In an effort to have shared decision making, we have utilized our MOSL committee and Professional Development teams to be an integral part of the decision making process around assessment measures and professional development. Our MOSL committee meets quarterly to review data, determine assessment criteria that best supports teaching and learning for our building. Together, assessments and criteria are established to measure teacher effectiveness as well as student performance throughout the year.

Our professional development team meets monthly to discuss ADVANCE data, create surveys to staff, and decide on next steps for the professional development plan for the school. The plan is reviewed and revised as necessary to meet the changing needs of our students and staff.

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,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	\$559,750	x	p.11, p.16, p.19, p.21
Title I School Improvement 1003(a)	Federal	0	na	n/a
Title I Priority and Focus School Improvement Funds	Federal	0	na	n/a
Title II, Part A	Federal	\$214,835	x	n/a
Title III, Part A	Federal	\$15,028	x	p.21
Title III, Immigrant	Federal	0	Na	n/a
Tax Levy (FSF)	Local	\$4,946,501	X	P 11, p 14, p.16, p.19, p.21

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) **PS 22 The Graniteville School**

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)
PS 22 The Graniteville School

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

results for each child and other pertinent individual school information;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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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 New York, New York 10007
 Phone: 212-374-6072

<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: Graniteville	DBN: 31R022
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: 48
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 22 will provide ELL students in grades 3, 4, and 5 with supplemental instruction in our Title III after-school program. These students will be receiving additional support in developing or otherwise enhancing their listening, speaking, reading and writing skills through lessons aligned to common core learning standards. They will be engaged in activities that are designed to increase their critical thinking as well as language acquisition in English. The subgroups of students to be serviced are our Newcomers in grades 3, 4, and 5, as well as our students who have been unable to progress from either the beginner, intermediate, or advanced proficiency levels based on NYSESLAT Scores for the past 2 to 3 years in grades 3, 4 and 5. The sessions will take place 2 days a week, on Wednesdays and Thursdays, from 2:45 pm-4:45 pm. This program will be offered for a duration of 21 sessions from January 2015 to March 2015. The students will be instructed by four licensed ESL teachers. One of the administrators of PS 22 will supervise the Title III program. It has not yet been determined if another program will be running at that time. If an additional program is running during the Title III After School Program, there will be no costs associated to the Title III After School Supplemental Program.

Students will be engaged in Guided Reading Groups according to their literacy levels. Students will increase their writing abilities through intense small group instruction. Engaging literacy activities will be aligned with the Common Core Learning Standards, as well as NYS ESL standards. The students will be preparing for the NYSESLAT as well as the New York State Standardized exams through the use of NYSESLAT practice materials including, but not limited to "Getting Ready for the NYSESLAT and Beyond" (Attanasio & Associates, inc). Our ESL teachers will provide supports that can help students interpret sophisticated vocabulary or literary devices. The teachers will also engage the students in vocabulary rich read alouds and literacy activities through the use of ESL methodologies and standards to improve their academic vocabulary. The students will also have access to laptop computers during the program to use the RAZ-Kids online reading program and research. Based on our assessment our Ells will benefit from explicit instruction on English grammar structure and usage, therefore; we will purchase English Grammar and Writing books for 3rd - 5th grade, English Grammar & Mechanics, Phonics, Study Skills, from Simple Solutions, (Bright Ideas Press). In addition, we will utilize Getting Ready for the NYSESLAT and Beyond (Attanaio & Associates, inc). The materials purchased with Title III funds will be used for the current school year.

Part B: Direct Instruction Supplemental Program Information

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: An important focus at PS 22 is the professional development of our staff. We take advantage of the ESL workshops offered by our Network, Teachers College and the Office of English Language Learners pertaining to the New Common Core Standards. Staff is encouraged to attend these offerings as appropriate to their teaching position. ELL, as well as Common Branch licensed teachers who attend PD geared towards ELLs and Common Core Standards, will be given the opportunity to turnkey new information to other teachers during school meetings and PD sessions. Our ELL teachers, as well as some of our common branch teachers of ELLs are currently attending workshops on strategies for teaching Academic language to ELLs, lead by Maryann Cucchiara. Some of our teachers are also sent to Teachers College workshops. In addition, the four certified ESL/Bilingual teachers will receive 4 hours of Professional Development over the course of 2 days prior to the beginning of the Title III Program. The training will include looking at data from our AMAO report, looking at the four modalities on the NYSESLAT, to guide effective instruction for our ELLs. We will also review progress reports from our RAZ-Kids online program and Reading levels in Assessment Pro. The teachers will also be given time to train and get familiar with new books from Simple Solutions to prepare for the ELL curriculum aligned to common core learning standards. These professional development sessions will be led by the supervisor of the after school program.

Part D: Parental Engagement Activities

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

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

Begin description here: Many of our ELL students come from homes where their parents speak limited English with them at home, therefore, they have difficulty assisting their children with homework and school projects on a daily basis. Our intent for parental involvement is to have parents of ELLs come to Parent Engagement Workshops where our ELL Certified teachers and coaches are able to provide them

Part D: Parental Engagement Activities

ways to assist and support their children with school work at home. Such workshops will be conducted either, on Parent Engagement Project (PEP Family Night), as well as during our Title III After School program. Parent workshops will be held on a bi-monthly basis, that will make six one hour sessions. This will begin in January 2015 and end in March 2015. Some of the workshops will be provided by Mrs. D'Vicente, our ESL certified teacher. Some topics to be covered during those workshops will be: Providing parents with resources to help their children with academic issues to succeed in school. Understanding our Raz-Kids online reading program and how to monitor their children's reading. Navigating Think Central for our online Math program. Another one will be, how to choose appropriate books to read to their children to develop fluency and vocabulary at home. In March 2014, we will offer a culminating parent, and students celebration of the After School program. Students will share their best work with their parents. This will ensure that parents are communicated with on a regular basis and given adequate opportunities to increase their ability to support their children at home. Our school hosts ESL classes for parents in the morning. Parents are notified of these workshops through translated letters prior to the beginning of the program.

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)	_____	_____
Travel	_____	_____

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1015	Total number of ELLs	125	ELLs as share of total student population (%)	12.32%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)			1	1										2
Freestanding ESL														
Push-In	2	2		2	2	2								10
Pull-out	2		2	2		1								7
Total	4	2	3	5	2	3	0	19						

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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
Dual Language	16									16
ESL	109		17	16	0	11			1	125

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	125	0	17	16	0	11	0	0	1	141
Number of ELLs who have an alternate placement paraprofessional: <u>19</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
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>39</u>	Number of third language speakers: <u>2</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>5</u>	Asian: <u>2</u>	Hispanic/Latino: <u>40</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</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	23	24	15	17	12	14								105
Chinese	2	2												4
Russian														0
Bengali		1												1
Urdu	1	4				1								6
Arabic	1			1		2								4
Haitian				1		2								3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian						1								1
Other						1								1
TOTAL	27	31	15	19	12	21	0	125						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	4	1	2	1	4								27
Intermediate(I)	2	14	3	3	6	11								39
Advanced (A)	10	13	11	14	5	6								59
Total	27	31	15	19	12	21	0	0	0	0	0	0	0	125

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	4	3			7
4	7	5			12
5	9	4			13
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		5						11
4	12		1	1	1				15
5	5		5						10
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		4	4					15
8									0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. Early Literacy skills of our ELLs are assessed with the Teachers College Reading and Writing Project (TCRWP) Assessment tool. This tool assesses the independent functional reading level of a student. Mrs. Passarelli, Mrs. D'Vicente, ESL teachers, and the regular

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

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

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

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

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

NYSELAT modality set data is not available at this time.

4. For each program, answer the following:

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

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

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

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

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

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

Mrs. DVicente and Mrs. Passarelli, our ESL teachers, identify Ells who are struggling in reading and writing. The ESL teachers in conjunction with the Common Branch teachers focus on the core instruction that is targeted to students' specific needs. During instructional time and during Extended Day, students are grouped in different Tier Groups of instruction. The ESL teachers provide

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our teachers ensure that students are acquiring the second language by providing small group instructions based on students language acquisition stage. Common branch teachers differentiate instructions according to each students' language acquisition stage. Teachers use the RLAT report to look at their students different scores in reading, writing, listening and speaking.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

A. Our school provides our Dual Language Teachers, M. Auslander and E. Ruiz-Willis with the Sistema de Evaluacion de la Lectura by Fountas and Pinnell to measure the acquisition of the Spanish language. The Dual Language teachers also utilize writing samples and teachers observations and conferences with students. B. The majority of students in the Dual Language Program are in the Intermediate Fluency language stage. A third of the students are at the advanced fluency stage. C. No data available at this time. Our third grade Dual Language class will take State and city tests in the spring of 2014 for the first time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We will determine the success of our ELL programs by the movement in scores of our ELL students on the Teachers College Assessments, ELL Periodic Assessment, NYSESLAT and informal classroom assessments, conference notes and observations. We are also working closely with classroom teachers in grades 3-5 to measure students success and improvement in their New York State ELA and Math exams.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
1. All parents of our newly admitted students are required to complete a Home Language Survey. This survey identifies the students who may have limited English language proficiency. Christine Passarelli and Griselda D'Vicente, both ESL licensed pedagogues, are present to conduct informal interviews of parents and children as the HLIS is being completed at registration. The survey is in the primary languages other than English that are popular within the community, ie, Spanish, Arabic, Chinese and Urdu. Translation service is provided when needed. In the event that an ESL licensed teacher is not available to conduct the interview for the HLIS, an administrator or other trained licensed teacher is called upon for the interview. Once the English Language Learners are identified, they are administered the LAB-R exam within ten days of enrollment by the certified ESL teachers, Christine Passarelli and Griselda D'Vicente as per CR Part 154. The LAB-R results determine whether students are entitled to bilingual or ESL programs and services. Students who speak Spanish at home and score at or below the proficiency level on the LAB-R are administered the Spanish LAB to determine language dominance. Once students are identified, parents are given an opportunity to come to either a group or private ELL Parent Orientation. At this orientation, the ELL teachers discuss the various ELL program choices available through the DOE. Parents then complete a Program Selection Form where they choose which program they would like their child to be placed in. After parents make their selections and the ELL teachers let them know which program options are available at our school, the students are placed in their

appropriate programs. If the parent choice is not available parents are informed that they may seek a nearby school that has the requested program or the student is then placed in Freestanding ESL. After the parent orientation is complete, the ELPC screen in ATS is completed to reflect parent program choice and student program placement.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

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

To ensure that all ELLs receive the NYSESLAT annually, Mrs. Passarelli and Mrs. DVicente print the RLER. Once a month to update ELLs eligible for the NYSESLAT. We also check weekly for any transfer students who may be entitled for the NYSESLAT and ELL services. To ensure that all ELLs are administered all four components of the NYSESLAT exam in the Spring, the ESL teachers, Christine Passarelli and Griselda DVicente make a list of all students eligible to take the exam. We send letters home to parents informing them when the exam will be administered to their child/children. If a student is absent for one or more components of the NYSESLAT when we had planned to administer it to them, we call home to check that everything is OK with the student and also encourage the parents to send the child back to school as soon as possible so that they may complete all four components of the NYSESLAT during the administration period.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Surveys and Selection forms for the past few years, we have found that the trend in program choice is the Freestanding English as a Second Language, which allows the child to remain in a general education setting, with mandated allotment for ESL instruction as dictated by the NYSCR Part 154. The second Parent choice is the Dual Language program. In the event that parents ask for a Bilingual Program we direct them to a local school that can accommodate their needs. If we have fifteen or more students that are proficient in one language on two consecutive grades entering our school, we are able to form a Transitional Bilingual Education class. This year we noticed that of the twenty-nine parents invited to the orientation, twenty parents

opted for our Freestanding ESL program and two parents of kindergarten children opted for Dual Language Program. Five parents selected TBE as their first choice. We informed them that we do not offer TBE at this time and which schools do. They opted to stay at PS 22 and their children were placed in their second program choices. We offer parent orientations throughout the year as new students continue to arrive and require additional support from our school.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

1. a/b. ELL Programs

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

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

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

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

Content Area instruction in the Dual Language Program is given in both English and Spanish. The students are learning from the "My Family Then and Now" for Social Studies and the "Foss Kit" for the Science Programs. Teachers have materials available in both languages and also rely on the internet for additional resources and information. Math instruction is received through the Go Math Common Core Program. Dual language classes have materials for math in both English and Spanish. In English Language Arts teachers are using the New Ready Gen Common Core Reading program which provides scaffoldings strategies for all students. The Dual Language classes have literacy materials in both languages. The teachers create charts and graphic organizers in both languages. Various ESL strategies are used to teach ELLs in the content areas. ESL teachers use these ESL strategies in both, Push in and Pull out models. In all content areas, we support the emergence and early development of English literacy skills. We support the ELLs as they develop academic language. We use instructional scaffolding techniques in Dr. Aida Walqui's model. "Schema building" builds understanding by helping students weave new information into preexisting structures of meaning. We are currently using the Ready Gen Reading Program which is aligned with the common core curriculum. It provides systems for understanding both, how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domain. The Scaffolding Strategies Handbook provides research proven scaffolds for ELLs using Levels of Meaning Structure, Language Conventionality and Clarity and Knowledge Demands. Teachers are also using the Teachers College writing curriculum where small unit skills are taught directly to and modeled for students. In all content areas we promote collaborative learning which encourages peer support, enhances motivation and increases language use. Smartboards visuals and recording are used to help the ELL in the content areas. Computer activities through RAZ-Kids are also used to encourage and provide language usage. The teachers scaffold academic language and complex content to support students' participation. We use stories that are based on students' culture that connect to students' prior experiences.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

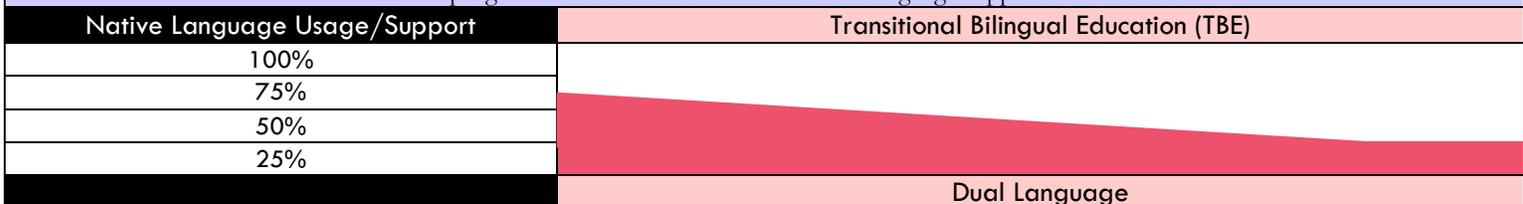
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

An After School Program will be offered to assist all ESL students in small groups to further develop language arts skills. The Certified ESL teachers will use the RAZ-Kids and Spelling City programs to move students' reading levels in conjunction with read alouds, guided reading shared reading and writing. In addition to Ready Gen Reading program, the school is using the GO Math program by Houghton Mifflin, which is a focused elementary math curriculum designed to meet the goals of the Common Core State Standards for Mathematics. The Standards for Mathematical Practice are integrated throughout the program. Students and teachers are supported as they advance from concrete to abstract content through the use of models and Math Talk. The rationale for these choices are the flexibility, comprehensiveness, and rigor of GO Math! and Ready Gen. They provide personalized and adaptive 21st-century instruction to ensure success through the use of manipulative and interactive activities on the Smart board. More Smart Boards have been installed in every classroom throughout our school to provide updated technology learning and core knowledge to our students. Smart boards accommodate different learning styles. Children and teachers are able to collaborate and interact in a given lesson. Cognitive research has shown that learning is most effective when the four fundamental characteristics

of learning are present: Active engagement, participation in groups, frequent interaction and connection to the real world. Roshelle, Pea, Hoadley (2000). This is a very effective tool for our ELLs since it provides them with the visual, audio and interaction.

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

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

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

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

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

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

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

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

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

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

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

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

to participate in all the programs offered in school, such as PEP Night, Dance Performance and Target Reading Night.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Dual Language Program

- a. Second and Third grade Dual Language Classes provide instruction in a Ratio of 60 % English Instruction and 40% Spanish instruction.
- b. Both Grades are following alternate day language models. English instruction on Monday, Wednesday and Friday and Tuesday and Thursday are for Spanish instruction. Both classes have licensed Bi-lingual Spanish teachers, Mrs Auslander and Mrs. Ruiz-Willis.
- c. Students who are EPs and ELLs are integrated for the entire instructional school day . All Content Area instruction including Science and Social Studies is taught in English and Spanish alternately . All content area instruction including and social studies are taught in English and Spanish depending on the day. Content area is taught in both languages using books in leveled libraries.
- d. All cluster/preparation period teachers (i.e.- science, gym, music), provide instruction to students in the Dual Language program in English. A Self- Contained Alternatae Day Model is followed in both second and third grades.
- e. Students are taught emergent literacy instruction in their native language and second language simultaneously with English as a Second Language Instruction for ELL's and Spanish as a Second Language for EP's.

C. Professional Development and Support for School Staff

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

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

Some of the workshops we have attended are:

Ready Gen Reading Program Workshop

Go Math! Program Workshop

Meeting Challenges with Success by Tony Stead

New BESIS Training

Research Based Common Core Instructions by K. Kinsella

Teachers College Reading and Writing Projects

Academic Literacy for English Language Learners

Scaffolding Writing for ELLs and Demystifying Figurative Language

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

Integrating Grammar in the Writers Workshop

Building Academic Vocabulary Grade K-5

Team Teaching in the ESL Program

Effective Strategies in Literacy Instruction for ELLs

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

Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers.

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

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

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

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

D. Parental Involvement

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

Parental Involvement

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

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

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

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

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

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

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

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

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

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

E. Additional Information

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

School Name: **PS 22R The Graniteville School**

School DBN: **31R022**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Donath	Principal		11/15/13
Maria Simpson	Assistant Principal		11/15/13
Kim Bonaventura	Parent Coordinator		11/15/13
Griselda D'Vicente	ESL Teacher		11/15/13
	Parent		
Melissa Auslander/ DL teacher	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Christine Passarelli/ ESL	Other <u>ESL teacher</u>		11/15/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R022 School Name: The Graniteville Elementary School

Cluster: 6 Network: CFN 604

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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