

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**22K222**

**School Name:**

**P.S. 222 KATHERINE R. SNYDER**

**Principal:**

**THERESA OLIVIERI**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 222 School Number (DBN): 22K222  
Grades Served: PK-5  
School Address: 3301 Quentin Road  
Phone Number: 718-998-4298 Fax: 718-339-2107  
School Contact Person: Kathleen Snow Email Address: [ksnow@schools.nyc.gov](mailto:ksnow@schools.nyc.gov)  
Principal: Mrs. Theresa Olivieri  
UFT Chapter Leader: Mr. John Salvio  
Parents' Association President: Mrs. King  
SLT Chairperson: Mrs. Paula DiLorenzo  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 22 Superintendent: Ms. Julia Bove  
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 111234  
Superintendent's Email Address: [JBove@schools.nyc.gov](mailto:JBove@schools.nyc.gov)  
Phone Number: 718-968-6248 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Ms. Cheryl Watson-Harris  
Director's Office Address: 415 89th Street Brooklyn, NY 11209  
Director's Email Address: [CWatson2@schools.nyc.gov](mailto:CWatson2@schools.nyc.gov)  
Phone Number: 7187594872 Fax: 7187593909

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Mrs. Theresa Olivieri	*Principal or Designee	
Mr. John Salvio	*UFT Chapter Leader or Designee	
Mrs. King	*PA/PTA President or Designated Co-President	
Ms. Lucille Grilli	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Mrs. Vento	Member/ Parent	
Mrs. Radovic	Member/ Parent	
Mrs. Ditoro	Member/ Parent	
Mrs. Martin	Member/ Parent	
Mrs. Clancy	Member/ Parent	
Mrs. Dinnigan	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Snow	Member/ Assistant Principal	
Ms. Hanley	Member/ Assitant Principal	
Ms. Maresca	Member/ Paraprofessional	
Ms. Connolly	Member/ Teacher	
Ms. Sigismondi	Member/ Teacher	
Ms. O'Neill	Member/ Parent Coordinator	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

At P.S. 222 we celebrate cultural, ethnic and academic diversity. We believe that maintaining high expectations for all of our students including English Language Learners and Special Education students is critical to their success. We are dedicated to the education of the whole child and strive to create an atmosphere in which all students are nurtured emotionally and receive the support necessary to excel academically. We recognized that all children bring their own templates of individual talents and learning styles.

At this Blue Ribbon school we incorporate the Common Core and Habits of Mind into every area of the curriculum in order to foster academic excellence in all of our students. It is our firm belief that by maintaining academic rigor in a respectful and supportive environment, we will help all of our children to reach their fullest potential .

In this learning community, of grades pre-kindergarten through fifth, we welcome an ethnically diverse community within the neighborhood of Marine Park in Brooklyn, NY. There are approximately 856 children attending the school who come from various ethnic, cultural and economic backgrounds.

At P.S. 222, we celebrate that each child is unique and our approach provides for flexible grouping and individualized instruction. Our goal is to teach children to be active participants in their own learning and develop into productive citizens while showing respect for the differences of others. In addition to our general education program, which has 6 Enrichment classes and 18 Regular Education classes, our school includes 8 Collaborative Team Teaching classes and 4 Self-contained Special Education classes. Also, we will have 5 ASD-Nest classes in September.

At P.S. 222 we believe parents are partners in their children's education. Through an open line of communication, we inform parents of their child's goals and their progress towards meeting those goals. In addition, we invite parents to share their insights and concerns regarding their child's education. We take pride in the success of our students. In order to achieve this level of success, we first promote a close home/school relationship. We are pleased to have partnerships with many agencies including Shubert Theatre, Marquis Studio, Morgan Library, Madison High School Law program, TASC, and Working Parents Alliance. Through these agencies we are able to provide students with enrichment, physical education, and homework help.

Our school has served as a model for the Least Restrictive Environment Initiative and the Collaborative Team Teaching Program. P.S. 222 is a barrier-free school that serves physically challenged students in both general and special education. Student Support Services include: English as a Second Language, Speech Therapy, Occupational Therapy, Physical Therapy, Hearing and Vision Education, School Assessment Team, Adaptive Physical Education, and Guidance Counseling. We also offer support through Academic Intervention Services, Inquiry Team, SETSS, targeted before and after school programs . For example, this year we introduced a research-based technology based after school program for self-contained special education students in grades two through four.

P.S. 222 strives to provide all students with a rigorous school experience that includes academic challenges, enrichment opportunities and character education. We promote critical thinking in all subject areas. We recognize that data-driven instruction is essential for success and we use findings to drive instruction. In an effort to increase student achievement, teachers assess students, guide students in goal setting, and plan lessons based on needs. We provide our staff with high quality differentiated professional development. In addition, teachers use the Danielson Framework to set goals and to assess their own growth. Collectively, we work toward a shared vision while maintaining an instructional focus; teachers will plan rigorous lessons that include questions designed to assess and advance student understanding of the

content and engage students in high quality discussions using evidence to support their arguments, both verbally and in writing.

Instruction is improved through constructive feedback. Constructive criticism is essential for growth and development. The execution of the criticism and the relationship between the teacher and the administrator are important factors that determine the effectiveness of observations and visits. Our administrators engage in “learning walks”, “inter-visitations”, formal and informal observations. These are opportunities for the principal and assistant principals to supervise, facilitate or provide positive feedback to the teachers. These visits allow for celebration and validation of best practices and encourage further collaboration. Furthermore, the observations consist of a pre and post viewing discussions focused on improving instruction and student achievement. Our school mirrors a comfortable environment where mutual trust and respect exists. Therefore, these interactions are perceived as conversations with a trusted expert as opposed to a directive from the boss.

P.S. 222 is a successful school because we promote collaboration, encourage critical thinking and provide feedback. We facilitate an organization which encourages professional development. We are a community of professionals developing each other’s talent. This is evident by our commitment to collaboration. Collaboration is reflected in a formalized system of communication. Various systems work together towards perpetuating the vision of the school. It is incumbent upon the principal and assistant principals to create opportunities to communicate pertinent information to the teachers and staff. Therefore, we utilize teamwork. Our instructional team comprised of the literacy and math coaches and administration gather weekly to discuss, review data, and formulate ideas for the advancement of the school. The principal guides the meeting with an agenda and listens to our ideas and implements many. The outcomes of these meetings are discussed at monthly team meetings. Furthermore, inquiry teams meet to examine data and create action plans. Collaboration unites our learning community; teachers and administrators work toward a shared vision, which fosters commitment. Our commitment creates a collegial atmosphere which supports critical thinkers and reform. For instance, our curriculum is continually evolving based on the progress of the students assessed. Therefore, we believe we have made the most progress in the element of Collaborative Teachers.

Skillfully, our school community is driven by our instructional focus. In the coming year, we will continue to encourage teachers to plan rigorous lesson, include questions designed to assess and advance student understanding of the content and engage students in high quality discussions using evidence to support their arguments both verbally and in writing.

## 22K222 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	885	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	0.9%	% Attendance Rate		94.2%
% Free Lunch	45.2%	% Reduced Lunch		7.1%
% Limited English Proficient	5.2%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		15.4%
% Hispanic or Latino	16.6%	% Asian or Native Hawaiian/Pacific Islander		20.6%
% White	45.4%	% Multi-Racial		1.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.27
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	52.9%	Mathematics Performance at levels 3 & 4		70.6%
Science Performance at levels 3 & 4 (4th Grade)	97.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The 2013-2014 Quality Review Developing rating suggested we improve teacher pedagogy and align curricula to reflect the instructional shifts and the Danielson framework for teaching. Teachers are a great resource. The teachers gather pertinent data through formative assessments daily. Therefore, their observations and records are pivotal elements when discussing student achievement and necessary changes. Another element is summative assessments; our literacy units as well as our monthly reading tests, provided informative statistics. We coupled these statistics with the aforementioned elements to create a goal that targets rigorous instruction. In addition, please note the results of our culminating task for Unit 3.

3<sup>rd</sup> Grade results:

Total completion of the task: 124 third graders

Level 2: 26 students

Level 3: 63 students

Level 4: 35 students

4<sup>th</sup> Grade results:

Total completion of the task: 115 fourth graders

Level 1: 4 students

Level 2: 21 students

Level 3: 65 students

Level 4: 25 students

5<sup>th</sup> Grade results:

Total completion of the task: 102 fifth graders

Level 2: 26 students

Level 3: 63 students

Level 4: 35 students

The analysis of student work revealed a weakness across the grades. Students lacked organizational skills, therefore, their text based response were unfocused. Further analysis showed that citing evidence to support a claim was a particular challenge.

At P.S. 222 we have reflected on the level of rigor evident in daily instruction. We are committed to providing our students with instruction that will prepare to become critical thinkers and productive citizen. A strength at our school is our staffs' ability to design and modify lessons within our Literacy Units of Study. The units were created in 2013-2014 and were enhanced throughout 2014-2015 to meet the needs of these learners. It was through collaboration and review of the units that our teachers felt it necessary to work together to enhance and even in some cases, eliminate, re-create lessons within the units. The Instructional Lead Team worked collaboratively with our Literacy Vertical Team. One to two representatives on each grade met with our Literacy Coach on Tuesday afternoons during Professional Learning to review data and modify units. Teachers on the team then went back to continue their work with their horizontal team. Throughout the year teachers worked to identify specific areas of strength and reflected on the areas in need of revision. An aspect of our professional development plan was to introduce a school wide book, teaching interpretations and using text-based evidence to construct meaning . This was well received by the staff. Swiftly, teachers infused lessons on mood, tone, setting which reflected their knowledge of the text.

### **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of students will show a 3% increase in reading skills as measured by the Measurement of Student Learning assessments and/or school assessments.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide teachers with professional learning opportunities to highlight best practices such as interactive workshops, inter visitations, model lessons, and utilizing professional resources to implement CCLS RL2.	K – 5	September through June	Administration and Literacy Support Staff
Provide teachers with professional learning opportunities in how to implement inquiry based mathematical practices. This will be	K – 5	September through June	Administration and Math Support Staff

evidenced by explicit modeling, inter visitations, and demonstration lessons			
By using the Danielson Framework for Teaching, we will provide educators with professional learning opportunities conducted by their colleagues to ensure collaboration and instill our instructional focus .	All teachers	September through June	Administration, Support Staff
In order to meet the needs of specific populations, e.g. English as a New Language learner, students with disabilities, we will use direct instruction, use a sequential, simultaneous structured multi-sensory approach, and learning strategy instruction. Staff members will conduct informational parent workshops based on the CCLS in literacy, math, and writing. This includes the ELL and special education teachers. We will send home monthly literacy strategy letters with specific examples and tips for supporting their child at home. In addition, we will make staffing decisions that will enable out of classroom teachers to provide targeted instruction to the identified subgroups.	K – 5	September through June	Administration, Literacy Coach, Math Coach, and Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers will provide parent/guardian with information about student performance and progress on tasks throughout the unit during Parent Engagement time. In addition, parents will have access to the school website which provides a grade overview for each unit.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In December we will use the literacy units to gauge student understanding and momentum towards our target. Particularly, we will examine and analyze embedded task 1 and then embedded task 2. The Data Vertical Literacy Team will compare embedded task 1 to 2 and analyze these data for positive and negative trends. This best practice will be utilized for all of the units throughout the 2015-2016 school year.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As stated earlier, teachers are a great resource; the teachers expressed a need for a structured writing program. The teachers gather pertinent information about writing mechanics and content through formative assessments daily. Therefore, their observations and records are pivotal elements when discussing student achievement and necessary changes. Another element is summative assessments; MOSL assessments and bi-monthly quizzes provided useful data as well as the 2013-2014 Quality Review. We coupled these data with the aforementioned elements to create a goal that targets collaborative teachers. Please note the comments from the 2013-2014 Quality Review which stated that the school needs to improve their systems for the use of assessments and rubrics in order to consistently glean valuable insights about student progress. As written by Dr. Farkas, “However, the practice of utilizing authentic, high level common formative assessments by teachers to ensure that student work is aligned to curricular standards in order to tailor lessons and units to student’s specific strengths and needs, is inconsistent across classrooms, thus, limiting teacher’s capacities to monitor student progress, set and track suitably high goals for accelerating student learning, and meet student’s diverse needs.” The results of the bi-monthly quizzes reflect a need to improve writing skills. Student work showed a lack of organization and understanding of sentence structure and how to form a paragraph.

A strength of our school, concluded by Dr. Farkas, “Teacher teams engage in collaborative inquiry to exam student work to make key decisions about curricula and teaching practices aligned to the CCLS to increase student’s learning outcomes.” The success of the Vertical Literacy Team and the Data Vertical Literacy Team, working with their corresponding horizontal team had a positive impact on student achievement. Therefore, we will mirror this best practice to create a Vertical Writing Team for the 2015-2016 school year.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of teachers will deepen their understanding of critical thinking and writing skills across all grades which will result in a 3% increase in the number of students performing in Levels 3 & 4 which will be based on the results of the culminating tasks from Unit 1 to Unit 4.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide teachers with professional learning opportunities to highlight best practices such as interactive workshops, intervisitations, model lessons, and utilizing professional resources to implement CCLS W2.</p>	<p>K - 5</p>	<p>September through June</p>	<p>Administration and Literacy Support Staff</p>
<p>Provide teachers with professional learning opportunity to ensure and assist all teachers in applying their professional learning when aligning writing lessons to the CCLS during team meetings, horizontal and vertical team meetings, daily interactions, staff development days, and conferences with administrators.</p>	<p>K - 5</p>	<p>September through June</p>	<p>Administration and Literacy Support Staff</p>
<p>Facilitate teacher teams while groups examine writing samples from the 2014-2015 school year (performance tasks and state testing data) to understand gaps in student knowledge; to inform the creation or revision of their writing units and task specific rubrics.</p>	<p>K - 5</p>	<p>September through June</p>	<p>Administration, Literacy Support Staff, and Teachers</p>
<p>In order to meet the needs of specific populations, e.g. ELLs, SWD, we will use direct instruction, use a sequential, simultaneous structured multi-sensory approach, and learning strategy instruction. Staff members will conduct informational parent workshops based on the CCLS in literacy and writing. This includes the ELL and special education teachers. We will model effective writing techniques using mentor texts by sophisticated authors .</p>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher teams will meet during Professional Learning periods to review and update writing units of study in order to ensure they include the school wide instructional focus .</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In December 2015, for grades 2 – 5 we will use the bi-monthly quizzes to gauge student understanding and momentum toward our target. In grades K – 1, we will utilize the Fountas & Pinnell to make any necessary adjustment to our action plan. Particularly, we will compare and analyze the base-line quiz given in October to the December quiz and identify positive and negative trends.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The students are our greatest resource and need continual support and stimulation. Again and again, we have concluded that our teachers are also a great resource at P.S. 222. In order to maintain student achievement we must facilitate continual professional development. A review of the final Measure of Teaching Practice for the 2014-2015 school year indicated that 92.8% of our teachers scored in the Effective/Highly Effective area for Student Engagement. The 2013-2014 Quality Review concluded, “The implementation of the Danielson Framework accentuated teacher development and targeted areas of practice and offers the opportunities for school leaders to provide feedback and next steps that are aligned to the teacher’s professional goals in order to improve instruction across the school. Additionally, the information from the observation process is used to plan professional development.”

There are many attributes that will help us reach our goal. For instance, the combination between the knowledge of the school leaders and the willingness of the staff to learn new practices will inevitably lead to success. This is also evident in the results of the 2013-2014 Environmental Survey. A total of 92 teachers agreed that the principal communicates a clear vision of our school. Also, a total of 94 educators agreed that the school leaders give them regular and helpful feedback about their teaching. Notably, all staff members concurred that the school leaders place a high priority on the quality of teaching. Therefore, a goal that targets the improvement of teaching practices is wise and will have a positive impact on student achievement.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 3% increase in the effective or highly effective Measure of Teacher Practice rating when rating Domain 3 - Student Engagement.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The administrative team will set-up and follow a schedule for teacher observations and provide actionable feedback aligned to selected competencies from a research-based framework.</p>	<p>K – 5</p>	<p>September through June</p>	<p>Administration</p>
<p>Throughout the 2015-2016 school year, the administrative team will provide professional development in the use of a research-based framework during monthly team meetings, horizontal and vertical team meetings, daily interactions and/or staff development days.</p>	<p>K – 5</p>	<p>September through June</p>	<p>Administration</p>
<p>Throughout the 2015-2016 school year, the administrative team will utilize highly effective teachers as models for the implementation of best practices and celebrate these practices by presenting selected practices at team meetings and schedule inter-visitations for demonstrations.</p>	<p>K – 5</p>	<p>September through June</p>	<p>Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teacher teams will meet with administration for follow-up observation meetings to receive specific targeted feedback about practice in all domain areas. Also, teacher team will receive differentiated professional development based on Danielson observations throughout the school year. Monthly Faculty Team meetings will be a forum to present effective practices and research based practices focusing on student engagement. In addition, we will schedule teacher inter visitations to observe teachers who have scored in the effective/highly effective areas of student engagement.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By December 2015, the administration team will target teachers receiving a “Developing or Ineffective” rating and create learning opportunities that target that weakness. This will help to differentiated professional learning experiences for the staff. In addition, at this time we will use our Highly Effective teachers to model best practices for others.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA score  F&P level  Report card rubric	Guided Reading, Foundations/Wilson, Headsprout, Rosetta Stone, myOn, c8Science	Small group, 1:1	During school day, morning program
<b>Mathematics</b>	NYS Math score  Chapter test results	Go Math!, EnVision resources, Workshop Model, manipulative materials, scaffolding	Small group, 1:1	During school day, morning program
<b>Science</b>	NYS Science score	Re-teach, push-in, scaffolding	Small group	During school day
<b>Social Studies</b>	Teacher recommendation	Re-teach, push-in,  Scaffolding	Small group	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Parent/Guardian request	Habits of Mind/Academic and Personal Behaviors lessons	Small group, 1:1	During school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.
Not applicable

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Not applicable

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
Not applicable

**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).
Not applicable

**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.).
Not applicable

**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.
Not applicable

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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**Parent Involvement Policy (PIP) Template**

**Not Applicable**

**School-Parent Compact (SPC) Template**

**Not Applicable**

**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: <u>P.S. 222 K</u>	DBN: <u>22K222</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>26</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: P.S. 222's Title III program will offer supplemental services to a designated group of K - 5th grade English Language Learners. The Title III program will provide instruction beyond their mandated requirements. We have chosen to provide a morning program for upper grade students and and after school program for younger grade students as studies have proven that these programs have a direct impact on student achievement. The rationale for our program is supported by research that has shown students who participate in before/after school programs have improved academically, increased their positive attitudes and behaviors that provide a direct link to success in school. This is especially true for struggling ELL students (McLaughlin, 2012; Miller, 2003, Hall, et. al, 2004). Upon reviewing the results from last year's NYSESLAT scores, the focus will remain on reading and writing with the intention of increasing the students' English language proficiency and academic achievement while addressing their listening and speaking skills as well. The Tuesday/Wednesday program, has a start date of Wednesday, 11/12/14 and an ending date of Tuesday, 5/20/15, with direct instruction from 7:10 am to 8:10 am to a targeted group of thirteen 3rd to 5th grade students. The Wednesday/Thursday afternoon program has a start date of Wednesday, 12/10/14 and an ending date of Wednesday, 6/3/15, with direct instruction from 2:45 pm to 3:45 pm to a targeted group of thirteen K - 2 students. This Title III class size will offer students the opportunity for individualized instruction in a supportive and enriching environment. Eleven of the upper grade students were identified by their S'14 NYSESLAT scores, with additional data determined by their NYS ELA scores, while the two remaining students were identified by their F'14 NYSITELL scores. The students range in proficiency levels and include new arrivals as well as long term ELLS. Data from Pearson's Periodic exams will be reviewed throughout the year to target the needs of this focus group.

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

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

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

## Part B: Direct Instruction Supplemental Program Information

country and ultimately concluding with a global perspective. The program emphasizes higher-order thinking through the use of graphic organizers, guided and independent reading practice.

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

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

## Part C: Professional Development

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

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

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

The Department of English Language Learners (DELLSS) offers a number of resources; publications and videos that can be explored and turn-keyed by our ESL teacher Mrs. Kearney to our classroom teachers.

Date: January 30, 2015

Topic 1: Developing and Implementing Sensory Diets

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

Mrs. Audience: Chris Kearney

Date: A series starting February 10, 2015

Topic 2: E-Learning Interactive Workshops

Rationale: The interactive online courses provided by Houghton Mifflin Harcourt are designed by mathematics curriculum specialists who have in-depth product knowledge to provide teachers with

### Part C: Professional Development

engaging, authentic learning experiences. The interactive online course explore the CCLS for mathematics through the lens of the GO Math! program. Teachers will learn how the instructional resources support the teaching of Critical Areas and targets standards for successful integration into daily instruction.

Audience: Chris Kearney

Date: May 6, 2015

Topic 3: Writers as Readers

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ When parents are involved in their child's education, then the learning experience for the child is enhanced; therefore it is incumbent upon the school community to inform and educate families, especially our ELL families. Don Bagin, Donald R. Gallagher and Edward H. Moore (2008) agreed "A good school-community relations program should encompass the concept of a partnership between the school and the parent". Therefore, we offer opportunities to partner with these families. Translation services are offered by our bilingual personnel who are available to assist the parents during the enrollment process and for all parent-school meetings. Also, we encourage parents to utilize outside resources and provide them with a listing of neighborhood-based ESL instructional adult programs. Moreover, our Parents' Association president makes a continual effort to include our ELL parents in the various school events that are held. Also, she attends the orientation meetings so she can introduce herself to the parents. The PA president, along with our parent coordinator, and ESL teacher facilitate building relationships by using the "buddy system". They join parents up so that the non-English speaking parents feel comfortable participating in and becoming actively involved in the school community. We are fortunate to have in our school many families that are willing to reach out and help each accumulate to the academic and social atmosphere within our community. In addition, we will host on-going parent workshops on Tuesday afternoons to help facilitate relationships. Topics will vary; we will target social interactions, daily communication skills, and how to help their child with homework. A take-home bag is prepared and given to each of the parents of our targeted students with their initial participation. This take-home bag empowers the parent with tools and means that are accessible to them, as it helps them support their child's social and academic growth. Bilingual guide books, dictionaries and trade books are included in the bag along with nutritional advice and other pertinent information. Parents are notified of these activities through a translated flyer or letter. Translation services are utilized as written correspondence and oral translations are offered to all parents who request such services. Translation services permit families to feel welcome and acknowledge their role as an integral part of our school community. Finally, our ESL room has a plethora of resources. For example, bilingual dictionaries, bilingual books, and bilingual parent guide books are readily available for all ELL parents.

A series of workshops will be offered on a monthly basis with the intention and design of empowering the parents of our English Language Learners through knowledge and language. The sessions will be held on Tuesday afternoons from 5 – 6pm to allow parents who are working the opportunity to attend the sessions after school hours. The ELL parents will also be given the opportunity to attend the same

## Part D: Parental Engagement Activities

workshops earlier on the designated Tuesdays during our parent engagement slot of 2:35 – 3:15. Our ESL teacher Christine Kearney will be the presenter at each of the sessions.

Date: December 9, 2014

Topic 1: Heightening Awareness of DOE Resources

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

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

Date: January 13, 2015

Topic 2: Read! Read! Read!

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

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

Date: February 10, 2015

Topic 3: Putting Theory into Practice

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

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

Date: March 10, 2015

Topic : Preparing for the Upcoming Parent Teacher Conferences

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

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

Date: April 28, 2015

Topic: Sharing and Celebrating!

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

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$7344.04</u>	<u>Teacher per session, afternoon program: 31 hours x 51.51= 1596.81</u> <u>Supervisor per session, morning (April-June) (No other program in the building) program- 12 hours x 52.84= 634.08</u> <u>Teacher per session, morning program: 49 hours x 51.51= 2523.99</u> <u>Supervisor per session, afternoon program: 49 hours x 52.84= 2589.16</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$2,010.85</u>	<u>On Our Way to English 1 x \$2,010.85</u>
Educational Software (Object Code 199)	<u>\$229.15</u>	<u>1 x Headsprout x \$189</u> <u>2 x Dictionary x \$20.07</u>
Travel	_____	_____
Other	<u>\$1,063.16</u> <u>517.25 Parental Involvement</u>	Professional Development <u>\$219.00- Sensory Diet Workshop</u> <u>\$239.00- Writers as Readers</u> <u>\$605.00- 2 sessions of Interactive Go Math online courses</u> Parental Involvement <u>1 teacher x 5 hrs. x \$50.45= 252.25</u> <u>1 supervisor x 5 hrs. x \$53.00= 265.00</u>
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>222</b>
School Name <b>Katherine R. Synder School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Theresa Olivieri</b>	Assistant Principal <b>Kathleen Snow/Tara E. Hanley</b>
Coach <b>Jennifer Crowley</b>	Coach <b>Kim McCorkell</b>
ENL (English as a New Language)/Bilingual Teacher <b>Christine Kearney</b>	School Counselor <b>Michelle Monahan</b>
Teacher/Subject Area <b>John Salvio/SETSS</b>	Parent <b>Mrs. King</b>
Teacher/Subject Area <b>Vincent DiPalermo/SETSS</b>	Parent Coordinator <b>Chris O'Neill</b>
Related-Service Provider <b>Pietra Mavrides</b>	Borough Field Support Center Staff Member <b>TBA</b>
Superintendent <b>Ms. Julia Bove</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>850</b>	Total number of ELLs	<b>39</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	39	<b>Newcomers</b> (ELLs receiving service 0-3 years)	36	<b>ELL Students with Disabilities</b>	16
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	36	0	13	3		3				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2			3	1								0
Chinese	2	2		1	1	1								0
Russian	3			1										0
Bengali		1												0
Urdu	1	4	4	1	2	1								0
Arabic	1		1	1										0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2												0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	1			1									0
<b>Emerging</b> (Low Intermediate)	2	1	1		1									0
<b>Transitioning</b> (High Intermediate)	4	3	2	1		1								0
<b>Expanding</b> (Advanced)	2	6	2	3	4	2								0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		3	6	6	2	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		6	1		0
4	1	1		1	0
5	3				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		4		2		1		0
4	1		1			1	1		0
5	2	1	1			1			0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					1	0	3	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

P.S. 222 utilizes The Fountas & Pinnell Benchmark Assessment System to evaluate early literacy skills. It skillfully links assessment to instruction along The Continuum of Literacy Learning. It is a comprehensive system comprised of one-on-one assessment that matches students' instructional and independent reading abilities to the F&P Text Level Gradient. The results for our ELL's are as follows: Out of the 11 Kindergarten students, 4 mastered levels D and E. Level D is the target reading level exiting Kindergarten. Four students were approaching grade level by mastering Level C. The final 3 students are currently reading on a Level A and will be provided targeted instruction. Out of the five first grade students, 2 mastered Level I. Level I is the target for first grade. The remaining 3 are working below grade level. Out of our 6 second grade ELL's, 3 mastered Level L and the remaining 3 students are working below grade level. Out of our 8 third grade ELL's, 5 mastered reading level O, the remaining 3 are working below grade level and will receive targeted instruction. Out of our 4 fourth grade ELL's, all 4 are working below grade level. The data reflects a varying degree of mastery within the equivalent grade level. These data will determine our action plan. More support will be offered to these students during the school day as well as morning and afternoon programs. Our action plan includes formalized systems to provide differentiation within each lesson of every literacy and math unit. For example, teacher might offer a color coded system to differentiate types of words, present materials on tape or provide visual cues to foster success. Furthermore, analyzing data as a school suggests we should target second grade for intentional foundational instruction. As a school we are committed to our ELL population. P.S. 222 has a Vertical Literacy Team comprised of teachers and specialists. This team devotes time and specific meetings to the ELL population and successful strategies to promote these learners. For example, as a result of this team, teachers devoted a portion of their lesson planning to ELL and ELL support. Throughout the year, teachers share best practices that support this subgroup. We noted a significant decline in progress in the 3<sup>rd</sup> and 4<sup>th</sup> grade. Therefore, this will guide our decision making progress. We have an additional TESOL teacher who will provide targeted instruction to this population of students. P.S. 222 continually monitors ELL student progress through formal and informal assessments, and systematically adjusts instruction based on a variety of evidence and data.

Christine Kearney, our ESL teacher has implemented Rigby's "On Our Way to English" standardized testing preparation assessments across all grades K -5. This leveled series of assessments provide a preview of grade appropriate expectations that the ELL students

will encounter while taking a standardized test. While introducing the test-taking process to the younger students, it at the same time provides practice for the older students within a variety of genres. Building on modeled instruction, students will explore different types of questions, take part in pre-reading and pre-writing exercises, be instructed on the use of self-check rubrics and benefit from proven test taking tips and strategies.

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

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Twelve new admits were identified as English Language Learners based on their NYSITELL September 2015 scores. Three tested in the proficiency level of "Entering", two in the "Emerging", four in the "Transitioning" and three in the "Expanding" proficiency level. The "Entering" students are two Russian kindergarteners and an Italian speaking first grader. The new admits include eight kindergarten students whose languages include an Arabic speaker and an Urdu speaker, two Russian speakers, two Spanish speakers and two Chinese speakers. One fifth grade Chinese speaking student scored in an Expanding Level. Gratifyingly, the analysis of the Spring NYSESLAT scores showed that two kindergarteners, now in first grade score "Commanding", two second graders, now in third grade score "Commanding", a third grader, now in fourth grade also a "Commanding" as well as a fourth grader, now in fifth grade score "Commanding". In addition, one of our third grade students scored a 3 on the 2015 Spring ELA and met the exit criteria by scoring in the "Expanding" proficiency level on the NYSITELL. In reviewing the Assessment Analysis data from Part III, sixteen out of the 35 ELL students fall in the "Expanding" level. In review of the RLAT ATS report, we note that we had three students who jumped from "Intermediate" to "Expanding", with the majority of the remaining students progressing from "Advanced" to "Expanding". Two highlights that we would like to point out; one of the students who met "Commanding" came from the "Intermediate" level and a fifth grader who was a new arrival went from "Beginner" to "Transitioning". Also, seven of the sixteen students who scored "Expanding" are students with IEPs. So we are extremely proud of them!

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As clearly stated above in the assessment analysis narrative, our school is meeting AMAO 1 (Percentage of students making progress in English as per the NYSESLAT) as only four of the students on our current RLAT report of the current ELLs failed to increase their proficiency level, of which three are SWDs. We are pleased to note that eight students who tested with the Spring 2015 NYSESLAT scored in the "Commanding" or "Proficient" level (AMAO 2: Percentage of students scoring proficient/commanding on the NYSESLAT). We will continue to increase this percentage and at the same time support the students who did not meet the criteria. We look forward to using the AMAO Tool once it is fully implemented.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

An Urdu speaking fourth grade newcomer was administered the Spring 2015 Math and Science state tests. Since the exams were not offered in Urdu, he had an Urdu speaking translator and he worked with a side-by-side glossary. He scored a 3 in Math and a 4 in Science. A fifth grade Ukrainian newcomer took the Math state exam in the same manner. She also scored a 3 in Math. Again she had a Ukrainian pedagogue translate the test to her, and she also worked with a side by side glossary. However, we also administered a fifth grade Russian exam to another native speaker, also a newcomer and she scored a 1 on the test. This child was dominant in Russian yet she did not score well. Before we administer the test in a native language we make certain that the child can read in the native language and that she or he is comfortable using a side-by-side version of the test in English. For low incidence languages, bilingual side-by-side glossaries are created by the students early in the year so that they may benefit from them all year long. All students have bilingual dictionaries available to them in the classroom and there are loaned copies available for them to take home.

School Leadership will review the results of the ELL periodic assessment with our ENL teachers. The results are then distributed to all teachers of ELLs so that the teachers can differentiate their instruction to meet the students' individual needs. Patterns and trends are noted to drive instruction. School leadership will further collaborate with our teachers to provide a framework for rigorous instruction that promotes adequate progress of our ELLs. Planning various methods of assessment based on the ELL periodic assessments will enable the teachers to strategically plan and deliver differentiated instruction. Goals are set by both teachers and students, the goals are monitored and adjusted regularly. Our NYSESLAT 2015 data reveals that Writing was the weakest of the modalities with Reading close behind. We will continue to model writing instruction, journaling and further implement peer and self-assessment. Rubrics are incorporated in all academic tasks and activities. Periodic assessments provide data for the administrators and teachers to use while highlighting the students' strengths and weaknesses.

Our first year 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELLs are exempt from taking the ELA. However, all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELLs take the statewide Math exam and all the 4<sup>th</sup> grade ELLs take the state Science exam. If

the child demonstrates to be literate in their home language and a bilingual version of the test is available, one is ordered for the student. The bilingual version is presented side-by-side with the English version. The student is directed to write their responses in only of the versions. If the child's home language is a low-incidence language and a bilingual test is not available, the child is allowed to use a word-for-word bilingual glossary while taking the Math or Science exam. The glossaries are created by the student in preparation long before the exam date. The students are comfortable using the glossaries and since they took part in creating the glossary they "own it". All year long, the ELL students have bilingual dictionaries and glossaries available for their use. The ENL Classroom houses a bilingual library for the students. Students and parents alike are encouraged to take home books and dictionaries from the class library.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

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

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

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of our ESL program by monitoring, analysing and revising our instruction according to data. We ask ourselves - who are our incoming students? What needs do they have? How can we meet their needs? We look for patterns and for exceptions to those patterns. Currently we are using the RLAT and the RELC to assess the ELL students performance. We look at the history of each student's proficiency levels, documenting the growth and addressing the lags. If we see that Listening or Writing is lacking, then we plan instruction to address that concern.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

As part of the general intake procedure, the school administers the Home Language Identification Survey (HLIS) to determine the student's home language. The home language code is determined based on the results of HLIS, which includes an interview with both the parent and student in English and the home language. An interview is conducted with the parent and the child. The interviewer is a trained pedagogue, highly sensitive to multi-cultural issues. Taking the interview into consideration as well as the survey responses, the home language is determined. The child is administered the home language survey and determinations are based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. Typically the TESOL teacher will be called into the office when a parent is registering their child. Our TESOL teacher, a licensed pedagogue has been trained in cultural competency, language development and is sensitive to the needs of English language learners. We make every effort to have one of our two Assistant Principals greet the parent and conduct an informal interview if needed. This occurs quite often, allowing our administration to greet the parents and assess the needs of the parent. The home language determination is not based solely on the responses to the questions on the HLIS, regardless of the number of responses of one language or another. We have the parent fill out a bilingual form if the HLIS is available in their first preferred language. If the language is not a covered language, the parent fills out an English form and fills in their language in the "other" section. For instance, our Vietnamese or Ukrainian speaking families would fill out under the "other" section. If available, we would have one of our in-house translators come into the office for assistance. In addition, if needed the over-the-phone interpretation services are used so that parents can receive language assistance and have their questions answered in their preferred language. If the home language is determined to be other than English, the child is administered the NYSITELL within ten days of registration. If the student's score is below cut score, then the student is an ELL and will receive ESL services per mandate. If the child is a Spanish speaker, the Spanish LAB will be administered. The original HLIS is placed in the student's cumulative folder and will remain a part of the student's permanent record. The HLIS is administered one time during the enrollment process. If a clerical error was made on the HLIS, a request can be made by the assistant principal with a cc to the principal to the ELL CPS for review.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE students (Students with Interrupted/Inconsistent Formal Education) are identified at the time of registration. Students who are entering third grade or above and are two or more years below grade level in literacy or mathematics in their home language due to inconsistent or interrupted schooling prior to arrival in the United States are identified as SIFE. Determining SIFE status occurs during the completion of the HLIS when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling the student is administered the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the student is administered the Literacy Evaluation for Newcomer SIFE (LENS). SIFE status is indicated on the DOE's data collection system no later than 30 days from their enrollment. The status can be modified up to one year of enrollment. The student is removed from SIFE status once the student reaches the intermediate/transitioning level or higher on the NYSESLAT. Currently we do not have any SIFE students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT). The timeline for service placement for students with an IEP is twenty days. Using evidence of the student's English language development, the team must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The LPT team is comprised of our Assistant Principal Ms. Tara. E. Hanley, our IEP Coordinator Mr. John Salvio, our School Psychologist Judith Rubin, our ENL teacher Mrs. Christine Kearney, and the child's parent or guardian. A qualified translator of the parent or guardian's language is provided for the parent's assistance. If an interpreter is not available we will reach out to the DOE's Translation and Interpretation Unit to assist. The parent and translator will be present at each meeting held by the LPT. Potential SIFE status is considered. P.S. 222 refers to the Appendix of EPRG for SIFE identification. An interview is conducted that consists of a questionnaire, touching upon Family and Home Background, Education History and Language and Literacy Practices. Upon review, the LPT will determine if the child should be administered the NYSITELL. If the LPT recommends that the student take the NYSITELL the child will take the test and his or her ELL status will be determined. The ELL Identification Process will continue as with all students, services will be provided for the student based on his or her proficiency level. If the LPT recommends the student not to take the NYSITELL, their recommendation will be sent to the principal for review. If the principal determines the student to take the NYSITELL, the student will take the assessment. Again, once ELL status is determined, all mandates will be followed. If the principal agrees with the LPT team's recommendation not to take the NYSITELL, the principal's determination is sent to the superintendent or designee for review. The parent or guardian is notified within three days of the decision. The timeline to accept or reject the LPT recommendation is 20 days. Upon review, the superintendent or designee makes a determination for the student to take or to not take the NYSITELL. If the recommendation is for the student to take the NYSITELL, the results will determine their ELL status and the ELL Identification Process will continue as with all students. The school has five additional school days to administer the NYSITELL and to notify the parent or guardian. The form titled, "Language Proficiency Team NYSITELL Determination Form" is completed and placed

in the student's cumulative folder. If upon review the superintendent or designee determines the student not to take the NYSITELL, the parents are notified and the ELL Identification Process is terminated.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The entitlement and non-entitlement letters are sent out by our ENL teacher within five days of the NYSITELL grids being scanned and eligibility is determined. The students who scored Commanding or Proficient receive non-entitlement letters. The students who scored from Entering through Expanding Levels are sent entitlement letters. The entitlement letters invite the parents to an orientation that is held within ten days of enrollment. The standard parent notification letters are sent in the parents' preferred language. They are pulled from the DOE intranet and sent out in bilingual form. The entitlement letters state the child's name, osis #, level of proficiency and date of orientation. The letters also describe the three programs offered by DOE: DL, TBE and ENL/ESL. We present all options to our parents. We provide the parents with the opportunity to view the Parent Orientation video which is available in thirteen languages. At the orientation we also provide information on standards, curriculum, goals, and assessments. Bilingual parent brochures provided by the DOE are handed out to the parents. After sending the entitlement letters out, the ENL teacher will follow up with each student to ensure that the entitlement letter was received and that the parent is aware of the orientation. A tear off is added, so that the parent can send back notice that the letter was received. The ENL keeps a running record of the tear-offs that have been returned. Phone calls are made to ensure that the parents are aware of the orientation date. If follow-up is needed, the parent will receive a copy of the entitlement letter at the time of orientation. Orientations are presented by our ENL and bilingual Special Education teacher, our parent coordinator, Chris O'Neill and our in-house translators. If we can not offer the language or mode of communication that the parent or guardian understands, the school will contact the Translation and Interpretation Unit. At the orientation a Program Selection Form is given to the parent. The parent must complete and sign the Program Selection Form within five school calendar days. If the parent doesn't return the form with five days, the child is placed in a bilingual program. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, outreach attempts are maintained and tracked. If a parent's program choice is not available a list is kept and if the need arises a bilingual class will be formed with fifteen or more students who speak the same language in one or two contiguous grades. At the minimum, the student will be provided with the mandated ENL services based on the student's proficiency level. Parent choice is recorded in the ELPC screen. Once the student's program has been determined we send out a placement letter in the preferred language of the parent. The ENL teacher maintains a compliance binder that secures copies of the entitlement and nonentitlement letters along with tear-offs when returned. Originals of all documentation are kept in the student's cumulative folder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

A student who has undergone the ELL Identification process may go through the ELL Re-identification process if requested by their parent or their teacher. An appeal can be made if either parent or teacher feels a student may have been mis-identified as an ELL or non-ELL. The request must be made within 45 days of enrollment and a determination completed within ten days of the written request. If the CSE was consulted on behalf of the student, then within 20 school days. Parents will be notified of this right at the time of their orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After students are identified as English Language Learners, the parents receive a written notification in their home language. They are invited to an orientation which is held within the first ten days of enrollment. We make every effort to have translators attend the orientation to ensure that the parents understand all three program choices: Transitional Bilingual Education, Dual Language and Freestanding ENL. As new admits are registered, orientations are conducted year round, as needed. The orientations are conducted by our TESOL teacher, Christine Kearney, with the assistance of our parent coordinator, Chris O'Neill. During the orientation, the three program choices are discussed with the parents and the orientation video is shown. We provide literature about program choices in their native languages. Parents complete a "Parent Survey and Program Selection" form at the conclusion of the orientation.

Our Parent Coordinator, Chris O'Neill and our ENL teacher, Christine Kearney provide outreach to our English Language Learners' parents. If a parent cannot attend our Orientation session, the parent will be called and they will schedule an individual session. Both the Parent Coordinator and the ENL teacher are available to answer questions that parents have about the program choices. The timeline for conducting the orientation and for obtaining the parent choice selection form is within the first ten days of school or within the first ten days of the student registering for late enrollments.

Within the first twenty days, the ELPC screen is completed on ATS, indicating the student's eligibility for ENL services and the parent's program selection choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The school holds an ELL Parent Orientation meeting within the first ten days of school. Our ENL teacher Mrs. Christine Kearney along with our parent coordinator Mrs. O'Neill present the orientations. Translated entitlement letters are sent by Mrs. Kearney with an invitation to attend the parent orientation. Once the parents come in for the orientation and the parents are presented with all three program choices through bilingual videos and descriptions, the Parent Surveys and Selection forms are given out and the three instructional models are discussed. Our in-house translators are present. We also reach out to the DOE Translation and Interpretation Unit when needed. If necessary our bilingual Special Education teacher is also there to assist. The parents are informed that they have five calendar school days to return the forms. If the forms are not returned, Mrs. Kearney and Mrs. O'Neill reach out to the parents via the telephone using translated services, in-house translators or through the DOE's Translation and Interpretation Unit. We send home translated notices to reinforce the necessity to complete and return the form. Checklists are created to keep accurate records of students of who have and who have not returned the forms. If there is still no response and no form is received then we follow the guidelines in CR Part 154.2 that sets the default program as bilingual. If a parent's program choice is not currently available we inform the parent and provide the parent with two choices; keep the student enrolled in our ENL program (we make note of their initial choice) or transfer the student to a different school where their selection is available. While the school awaits the transfer the student would be placed temporarily in our ENL program. Students placed in our ENL program due to the unavailability of bilingual programs count toward minimum thresholds for opening a bilingual program. In addition, the students who are placed in ENL as a result of parents' not returning the survey are also counted towards minimum thresholds. P.S. 222 would open a bilingual class if there are fifteen or more ELL students who speak the same language in one or two contiguous grades. A compiled list of the parents who have chosen the TBE/DL programs over the ENL program and those parents who never returned the survey is kept by the ENL teacher. If the numbers are reached that would warrant the opening of a bilingual class, the parents are notified and the program is formed. This year 100% of our new admits chose the ENL/ESL option for instruction. The original Parent Survey and Program Selection forms are filed in the students' cumulative folders and copies are placed in the ENL binder of critical documents stored in the ENL room. Correspondence is always sent in the parents' preferred language, as provided by the DOE's resources.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

During the orientation session, parents are given a Parent Survey and Program Selection Form in their native language when available. Our ENL teacher and our parent coordinator reach out to parents to ensure that the Parent Survey and Program Selection Forms are promptly returned. We employ translation and interpretation services for written and verbal communications, when needed. If this form is not returned, we follow up with additional requests. Ultimately, we inform the parents that the default program for ELLs is Bilingual Education, as per CR Part 154. The original Parent Survey and Program Selection Form is collected by the TESOL and then filed in the student's cumulative record. A xerox copy of the Parent Survey and Program Selection Form is filed with a xerox copy of the Home Language Survey that is kept with the TESOL's records.

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

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are completed and sent out to the parents within five days of ELL determination. P.S. 222 headers are placed on the standard letters and our principal's signature is stamped on each letter. Proficiency scores will determine what placement parent notification letter is sent. The ENL teacher will pull the NYCDOE standard parent notification letters that are found in bilingual versions off the intranet. Depending on the student's NYSITELL score, a translated Entitlement Letter or a Non-Entitlement Letter will be sent out. After the instructional model is selected by the parent on the Parent Survey and Program Selection Form, a translated placement letter will be sent. The placement letter will indicate the child's name, osis # and proficiency level. If the child is remaining in the program based on the previous Spring NYSITELL, a Continued Entitlement Letter is sent. If a student scores Commanding or Proficient on the NYSESLAT a Transitional letter will be sent. All of these letters are the translated letters that the DOE provides off the intranet. All correspondence is sent in the parent or guardians' preferred language. A tear-off is included with the placement letter, to serve as a returned receipt. A dated and signed copy of the letter is retained in the student's cumulative records. Copies of the translated placement letters are kept in a Critical Document Binder in the ENL room. Checklists are created to keep accurate records.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ENL teacher keeps a sleeve of records for each student, these sleeves are kept in an ENL Binder of Critical Documents. Included in the sleeve are copies dated and signed of the students' HLIS, the Parent Survey and Selection Form, the Program Placement Letter, the Entitlement letter (for newly identified ELLs) and the Continued entitlement letter (for continuing ELLs). Originals of the above documents are filed in the students' cumulative records. A list of the current ELLs/FELLs along with copies of their Home Language Identification Surveys is filed in the main office.

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

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

There are a number of ATS documents that are used to ensure that all ELLs are accounted for and tested with the Spring NYSESLAT. The RELC "Current ELL Report" provides a list of all current ELLs. It gives the students' home language, date of entry and years of service. All students who are listed on the RELC need to be tested with the spring assessment NYSESLAT. In addition, the RLAT report for 'Entitled Students only' would yeild the same list of entitled ELL students, but this report will also give you the exam history scores; the initial LBR/NYTL score and the previous year/years NYSESLAT scores. The RLCB gives you the students' NYSITELL scores and their proficiency levels. Cross-referencing these reports ensures P.S. 222 that all our ELL students are administered the NYSESLAT each year. A dated checklist and schedule is maintained by the ENL teacher to ensure that all sections or modalities of the NYSESLAT are administered to each ELL student each spring.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued Entitlement and Transitional Support Notification letters are sent out in the same manner as the Entitlement and Non-Entitlement letters are sent. The parent will receive the letter in the language of their preference. A signed receipt is requested. The dated original letter is kept in the child's cumulative record and a copy is place in with their ENL records.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Historically, the vast majority of our parents have requested Freestanding ENL programs as their first choice for their children. This year we have one transfer student who attended a Dual Language program in Queens. Upon registration here at P.S. 222, we told the parent that we do not have a Dual Language Program but would put the child's name on a Bilingual Choice list. We informed the parent that if or when we have a sufficient number of students with the same language request we will open a bilingual class. This fall we had ten parents choose Freestanding ENL and the fore mentioned transfer student who came from a Dual Language program. In addition to our Freestanding English as a Second Language Program we offer Alternate Placement Paraprofessionals for native language support for special education students who have bilingual placement marked on their IEPs.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

P.S. 222 has a Freestanding English as a Second Language Program in grades Kindergarten through Fifth Grade. Instruction is delivered in a Stand-Alone ENL and Integrated ENL model and is conducted by a dually certified teacher (ESOL and Common Branch) and a bilingual certified teacher. Groups are formed heterogeneously with mixed proficiency levels in the same group. The TESOL collaborates with the first grade teacher on curriculum and instruction in the push in classroom. In addition, the TESOL attends grade level meetings so that she can align and support the instruction for our ELL students. At these grade meetings, the classroom teachers are given the opportunity to discuss their ELL concerns and the teachers are share their good teaching techniques with one another. The TESOL is there to offer her support and expertise. The school organizes and structures staff development sessions to provide time for collaboration and planning.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per CR Part 154, all ELLs and FELLs receive ENL services based on their NYSESLAT or NYSITELL proficiency level. The ESL teacher and a school administrator have scheduled blocks of time in the ENL program schedule to ensure that all ELLs receive their mandates. All ELLs and FELLs will receive the units of study mandated by the new CR Part 154 regulations. Instruction is delivered in the following manner: There are five levels of proficiency levels, we ensure that the mandated number of instructional minutes are provided for each student in each program model. Our Beginning or Entering Students receive 2 units or 360 minutes of ESL/ENL instruction; 180 minutes of Standalone ESL/ENL and 180 minutes of Integrated ESL/ENL. Our Low Intermediate/Emerging students also receive 2 units or 360 minutes of ESL/ENL instruction; 90 minutes of Standalone, 180 minutes of Integrated and 90 minutes of Flexible instruction (Standalone or Integrated). Our Intermediate/Transitoning students receive 1 unit of ESL/ENL instruction or 180 minutes; 90 minutes of Integrated and 90 minutes of Flexible. The Advance/Expanding students receive 1 unit of ESL/ENL 180 minutes of Integrated instruction. Our Proficient/Commanding (1st year FELLs) students receive .05 unit of ESL/ENL instruction or 90 minutes of integrated instruction. Finally, the students who scored proficient on the previous year's NYSESLAT (our 2nd year FELLs) also receive .05 unit of ENL or 90 minutes of ESL/ENL integrated instruction per week. In accordance to mandate our FELLs will receive continued support for two years following their proficiency year; support in the 90 minute integrated instruction and in receiving testing accommodations (separate location/time and a half.) Our ELLs and FELLs are invited to attend our Title III after school programs. Mrs. Kearney, our dually certified, Common Branch and TESOL teacher and Mrs. Mavrides, our dually certified bilingual teacher ensure that mandated services are delivered per CR Part 154.

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

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- Each child is individually tested annually with the Rigby ELL Assessment Kit, published in cooperation with TESOL, Inc. This evaluation provides authentic in-classroom authentic assessment in the domains of Listening, Speaking, Reading, and Writing. The results inform instruction and support our students' academic progress. All ENL students receive the same access to grade level, rigorous instruction, which is modified depending on need. The ELL students receive differentiated instruction by teaching for understanding. Through the use of essential questioning we foster higher order thinking and promote self-assessment and reflection. The TESOL, classroom teachers and cluster teachers differentiate instruction based on individual needs. Our staff evaluates data of ELL students, including running records, interim assessments, classroom assessments, observations and articulation to plan for differentiated instruction. For example, every ELL student is placed in a guided reading group based on Fountas and Pinnell and DRA results, In mathematics, a small group instruction is provided based on need. Center activities provide additional differentiated support in reading, writing and mathematics. In all content areas, teachers create vocabulary cards and bilingual glossaries.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- 6a. In the event we determine through an interview that a student has had interrupted or inconsistent education P.S. 222 developed an instructional plan for SIFES. In the event we determine that a new student has had interrupted education, and is two years below grade level, we plan accordingly for the student. Besides receiving their mandated services, he or she would be invited to our Title III program and our Extended Day program. The student would be assessed and provided with Academic Intervention Services that match their needs. The classroom teacher, cluster teachers and ENL teacher would provide differentiated support, depending on the student's needs.
- 6b. P.S. 222 has developed an instructional plan for newcomer ENLs: For newcomer ENLs and ENLs in the U.S. schools for less than three years, we provide ESL services based on CR 154 regulations. In addition, these students receive Academic Intervention Services as necessar. Newcomer ENL students are also invited to attend our ENL morning program, and extended day. The classroom teacher, cluster teachers, and ENL Teacher would provide differentiated support, depending on the students' need.
- 6c: P.S. 222 has developed an instructional plan for students who are ENLs for four-six years: Long term ELLs receive mandated ESL services and are invited to attend our ESL morning program. They are also provided Academic Intervention Services, as appropriate. The classroom teacher, cluster teachers and ENL Teacher would provide differentiated support, depending on the students' need.
- 6d: P.S. 222 has developed an instructional plan for students who are long term ELLs: these are the students who do not attain proficiency as measured by the NYSESLAT after 6 years of services. These students receive mandated ESL services and are invited to attend our ESL morning program and extended day. They are also provided Academic Intervention Services, as appropriate. The classroom teacher, cluster teachers, and ESL teacher would provide differentiated support, depending on the students' need. The Student Support Team would meet to discuss the students' lack of progress and create an individualized plan of action that will match the students with an appropriate Tier II or III intervention.
- 6e. P.S.222 has developed an instructional plan for former ELLs (FELLs). Our FELLs will receive 90 minutes per week of ENL instruction. The FELLs are also given testing accommodations, receiving time/half and separate location on state examinations for the 1st and 2nd years after testing proficient. The FELL students are monitored closely during this transition period and are invited to our Title III morning program, if need be. The classroom teacher, cluster teachers and ESL teacher would provide differentiated support, depending on the students' need. P.S. 222 provides continued transitional support for students who have reached proficiency on the NYSESLAT. This support is provided by the classroom teachers through Tier 1 intervention. If needed, additional support is provided through Academic Intervention Services, before school academic programs, extended day, and related services. These former ELLs (F-ELLs) will continue to receive testing accommodations on assessments for up to two years after attaining proficiency on the NYSESLAT.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.
- To ensure that the re-identified ELL or non-ELL's academic progress has not been adversely affected, the student will closely monitored by all parties concerned. The principal will review the re-identification process by consulting with qualified staff members in the school and in joint-consultation with the parent and student. If the principal feels the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in

Chart CR Part 154-2.3 (j) and may reverse the ELL status after consulting with the superintendent. Final decision notification must be in writing to the parent in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- ELLs with disabilities are provided ENL services as per CR 154 regulations. Materials and methodologies are adapted to meet the specific needs of these students and to meet their IEP goals. For example, we will use tactile materials, Leap Frog, Big Books, and alternate text sets. In addition, we integrate technology through the use of Earobics, Headsprout, Rosetta Stone, and Pebble-Go. The teachers of ELLs with disabilities use the Spire Reading program and Foundations to promote literacy skills.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- P.S. 222 uses curricular, instructional and scheduling flexibility to meet the diverse needs of our ELLs with disabilities. We provide instruction within the least restrictive environment. In addition, we have both heterogeneous and homogenous grouping, depending on the needs of the students. The ENL program schedule was created with care to ensure that ELLs with disabilities are able to receive their ESL mandates in addition to their IEP mandated therapies.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

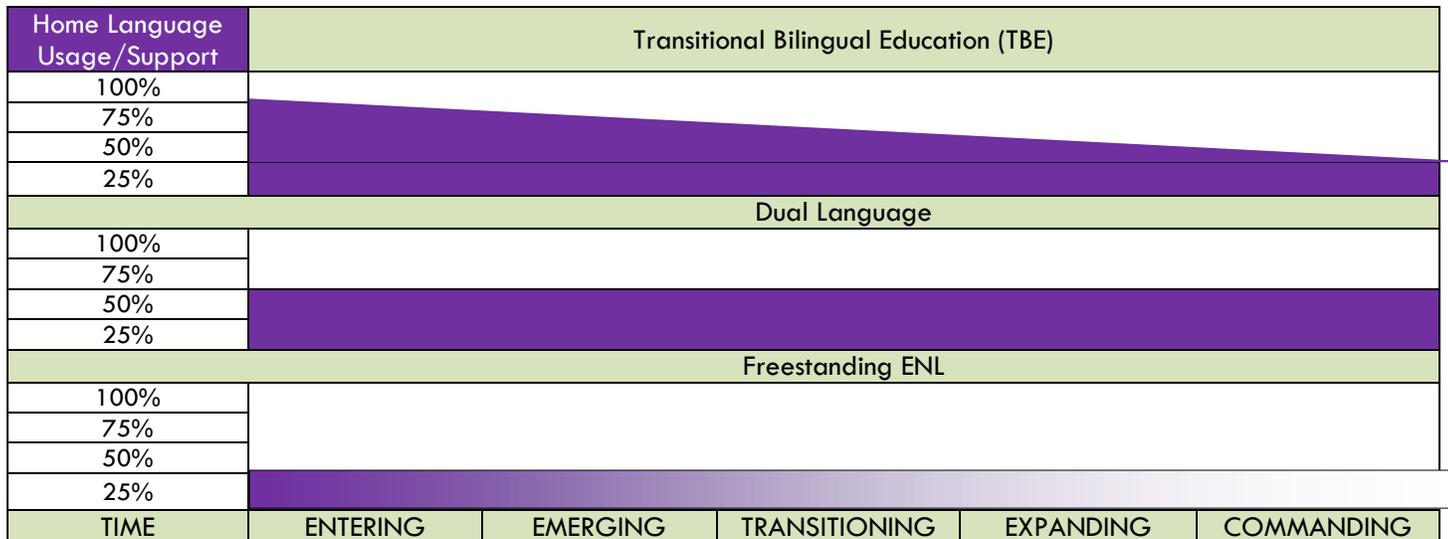


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

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

P.S. 222 offers targeted intervention programs for ELLs in Mathematics, ELA, and Science. These interventions are taught in English, with native language supports. We offer a morning mathematics support program for ELLs in Grades 3-5. This program meets two times per week for 1 hour each day. In addition, selected ELLs will receive Academic Intervention Services in mathematics. We provide Extended Day instruction for ESL students in ELA two afternoons a week for 38 minutes. In addition, selected ELLs will receive Academic Intervention in ELA. Our Science Teachers provide additional support to fourth grade ELLs during their administration period to review for the New York State Science Examination.

We offer a variety of intervention services that are research based. These include New Heights, Foundations, and Great Leaps. We use technology programs such as Reading Plus Fluency, Headsprout, Pebble-Go, and Rosetta Stone to support and enhance learning.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We purchased the research based program, On Our Way to English. The curriculum is based around themes that attend to both content and language development. The program encompasses assessment, direct vocabulary instruction, phonetic awareness and instruction, oral language development and the building of reading and writing skills. Built into the curriculum, are multiple points of entry, differential instruction that support all of our students.
12. What new programs or improvements will be considered for the upcoming school year?

The school is very excited in our initiative to develop curriculum based on the Common Core Learning Standards. Collectively teachers are working across the grades on vertical teams to develop lessons that answer directly to challenges that the standards present. Our expectations are high as we dive into providing rigorous, yet supportive instruction. Tapping into the "Habits of Mind" and highlighting the "Academic and Personal Behaviors" of Persistence, Engagement, Work Habits and Organizational Skills, along with Communication, Collaboration Skills and Self Regulation, aid in student success; All students: mainstream, SWDs, ELLs and FELLs benefit from these initiatives.
13. What programs/services for ELLs will be discontinued and why?

The TESOL teacher has decided to discontinue the use of Pearsons/Longman's "Backpack" series for Kindergarten and 1st grade. Directed towards primary learners, the story line is an (ABC) adventure story that introduces a cast of characters which builds on the story elements of creating a setting, developing a plot, while presenting a problem and a solution. Although it is entertaining for the children, there is no non-fiction component in the series.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all specialized services and programs. Notices about these services are sent home in the parents' native language. Many of our ELLs are members of our chorus, school band, art club, and student council. In addition, ELLs have equal opportunity to participate in our StoryTelling Contest, Mock Trial, and school plays.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We have many instructional materials to support our ELLs. Bilingual dictionaries, glossaries, and thesaurus' are available for student use. In addition, our ENL teacher has a wealth of trade books that reflect the many cultures from around the world and non-fiction texts to support content area instruction. Grade level content is supported through alternate text sets, which provide social studies and science grade level content on the students' reading levels. The ENL room is a print rich environment that is filled with authentic charts and labels. We utilize technology to support our ELLs by implementing Leap Frog, Earobics, myOn, C8Science, and Rosetta Stone.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is provided through the use of glossaries, bilingual dictionaries, and technology programs. We distributed Apple ipads to the ELLs who are literate in their first language so that they can easily access translation services that will translate unknown words or phrases for them. The students use the ipads in their classroom and carry their ipad to the Science lab, library or ESL class. We purchased the Spanish Edition EnVision Mathematics textbook for our Spanish speaking students. In the classroom, students use on-line bilingual translators to assist with oral and written communication. In addition, we assign bilingual paraprofessionals to support ESL students in the classroom and during extended day.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ALL ELLs and FELLs receive the required service supports in accordance the newly revised CR Part 154 mandates. Students are grouped for ENL instruction, with other students who are in the same or contiguous grades. In addition, we have purchased high interest/low readability texts for those upper grade ELL students who are at a lower reading level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

Our TESOL teacher is taking part in a series of PDs offered by the Brooklyn South BFSC entitled "Understanding ELLs: Reaching educators' hearts and minds". The workshops will assist in meeting compliance issues as well as offering instructional strategies. In turn, the TESOL teacher will address the staff with internal professional workshops. In addition, this year, we have an ESL Inquiry Team. Teachers of ELLs in Grades 3-5 will meet monthly with the school administration and the ESL teacher. Together we will analyze the progress of our ELLs, identify trends and academic needs. The team will conduct research on best practices for supporting our ELLs. Our ESL teacher is joining grade meetings each week during our staff development period. She is rotating through the grades each week to assure collaboration across school-wide.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our TESOL is taking part in a three day institute delivered by renowned staff developer, Stephanie Harvey, entitled, "Comprehension at the Core: Scaffolding Instruction for English Language Learners". This series provides direct support on how to merge content and comprehensive strategies so that all ELL learners engage in the Common Core Standards while pursuing in the acquisition of knowledge .
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff members are provided supports as they transition ELLs from one grade level to the other. This support is provided through conferences with the ESL Teacher, administrators and/or network support. Teachers also work closely with the Parent Coordinator, and SBST members, as they support ELL students through the middle school application process. In addition, classroom teachers are given time at the beginning of the year to confer with each other about ELL students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The required professional development hours are provided through Faculty Conferences, Professional Development days, pre and post observation conferences, Inquiry Teams and Spotlight 3 meetings. We will offer targeted professional development dedicated to language acquisition; furthermore, we will focus on best practices for integrating language and content instruction for English Language Learners. Handouts, agendas, faculty notes and attendance sheets are maintained in our professional development binder.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Communication between our school and our ENL parents is very important to the success of our program. In order to provide parents with an opportunity for discussion throughout the year, we will ensure an annual individual meeting. These meetings will take place between October and March; these meetings will target language development, assessment results, and goals across all content areas. We will send a translated invitation to all ENL parents with a choice of three dates for their annual individual meeting. If needed, we will provide interpretation services, as requested. Our recordkeeping plan will include a tear-off from the aforementioned translated information. By having this tear-off we will ensure that all parents will be scheduled for their appointment. Furthermore, these appointments will be logged in a parent connections notebook, retained by the ENL teacher. There will be sign-in sheets, and a copy of the discussed agenda and individualized progress report for each student retained also by the ENL teacher. A follow-up phone call will be made for anyone who does not return their tear-off. Translated documentation offered through the City's Unit of Translation and Interpretation will be employed by our school and sent to the parents to encourage engagement and involvement.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Parent support and involvement are an integral part of all academic and social endeavors at P.S 222. Orientations are held within the first ten days of enrollment and on-going orientations are held year long as warranted by our new admit registrations. In-house translators are present at all orientations and reach-out events. We have continued to implement a parent-conference block in our Tuesday afternoon engagement time slot. The parents are invited to come in for workshops held during this block and the time is also used for phone-conferences and face-to-face individual meetings. A parent engagement log is kept by Christine Kearney, the ENL teacher. In September of 2015, orientations were held as early as the 9<sup>th</sup> and 18<sup>th</sup>. We were able to reach out to the parents of the students who were tested with the NYSITELL last spring, giving us a jump on the orientation meetings. Other meetings were held on the 22<sup>nd</sup>, 28<sup>th</sup> and 29<sup>th</sup>. Along with presenting the three models of instructional on the Parent Survey and Program Choice Form, these meetings also touched upon educating the parents on the varied DOE bilingual resources available to them on the DOE website and on the DOE's Translation and Interpretation Unit. In October, Mrs. Kearney followed up with other encounters. Meetings were held on the 1<sup>st</sup> and 6<sup>th</sup>. She met with a neighbor of a parent who came from Italy. The neighbor came with the student's mother to discuss her son's accumulation to the school. At another time, Mrs. Marides our dually certified bilingual teacher, who is trilingual (Spanish and Italian) met with the same mom and child's teacher to discuss his academics. Monthly workshops on "Daily Living and Learning" are scheduled for the Tuesday afternoon blocks. Mrs. Kearney will be taking a survey of the ELL parents needs and wants at the upcoming Parent Teacher Conferences. The outcome will be presented and discussed with the administration and workshops will be planned accordingly. The ELL parents are invited to participate in all activities held by our parent association. Notices are sent home in translated copies to encourage their participation. The ELL parents are informed of the Parent Engagement Workshops and activities that are held city-wide. Templates for school holidays, parent-teacher conferences and other events provided by the DOE are disseminated to the parents to maximize parent involvement and engagement. The DOE's Translation and Interpretation Unit's multi-lingual signage is seen around the school and displayed in the main office.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The TESOL teacher will ensure that all ENL parents are aware of our partnership with Bergen Beach Youth Organization. The TESOL teacher explains and discusses the benefits this organization can provide.
5. How do you evaluate the needs of the parents?  
Each school year, we send out a Parent Workshop Survey. This survey helps us to understand the topics of interest of parents and ask parents to let us know what time they prefer to attend workshops. Parent workshops are planned accordingly. Throughout the school year, parents' needs are re-evaluated through feedback from workshops and communication with our Parent Coordinator.
6. How do your parental involvement activities address the needs of the parents?  
Based on the interests and needs of our parents, the parent activities we offer include: Parent Welcome Tea, Reading Workshops, Mathematics Workshops, Test Preparation Workshop, Computer Technology Workshop, Make and Take workshops. Parents are invited to attend various assemblies and performances throughout the year. In addition, parents are invited to visit the school to borrow books from our school library, literacy room, or parent resource library.

#### D. Additional Information

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

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

**School Name: 222****School DBN: 22K222**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Theresa Olivieri	Principal		10/26/15
Kathleen Snow	Assistant Principal		10/26/15
Christina O'Neill	Parent Coordinator		10/26/15
Christine Kearney	ENL/Bilingual Teacher		10/26/15
Mrs. King	Parent		10/26/15
John Salvio/IEP	Teacher/Subject Area		10/26/15
Vincent DiPalermo/SETSS	Teacher/Subject Area		10/26/15
Jennifer Crowley	Coach		10/26/15
Kim McCorkell	Coach		10/26/15
Michelle Monahan	School Counselor		10/26/15
Julia Bove	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		
Tara E. Hanley	Other <u>Assistant Principal</u>		10/26/15
Pietra Mavrides	Other <u>Bilingual Teacher</u>		10/26/15
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **22K222** School Name: **222**  
Superintendent: **Julia Bove**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The parents of P.S. 222 whose language is other than English are provided with meaningful opportunities to participate in their child's education. In addition, the parents have access to programs and services that are critical to their education. Procedures set by the Department of Education are followed to ensure that this access is provided. P.S. 222 gathers information on the parents' preferred language of communication from the emergency card and in ATS. Pertinent data is obtained through a number of ATS reports. The RAPL "The Adult Preferred Language Report" provides us with the name of the parents and the preferred spoken and written language of the parent. These preferences are pulled from Part III of the HLIS "The Home Language Identification Survey". Questions 1 and 2 respectively; "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?". Given at the time, the parents also fill out the "Emergency Contact Card" or blue card. On this card, the parents are asked to indicate their preference of communication both written and oral. This question is asked twice, for the mother and father's and/or guardian's preference. This is the data that will appear on the aforementioned RAPL. These are the procedures we have in place that ensure important documents are translated and sent home.

Initially upon entering the building, parents are greeted with the multilingual "Welcome" poster supplied by the "Translation & Interpretation Unit". The school has posted multilingual signage notifying parents of the availability of language services. Our security guards are also equipped with a language identification card. The Translation & Interpretation Unit's Language ID card is displayed in the office and is shown to parents who may need language assistance. If necessary an interpreter will be called. All efforts are exercised to make the parents feel welcomed and informed. Upon meeting the parents during registration, an interview is given by a culturally aware trained pedagogue with the parent and the child. This interview along with the completion of the Home Language Survey will determine the home language. If a translator is necessary and we have one on staff, we call for assistance. On staff at P.S. 222, we have a number of bilingual personnel who we call upon if the parent needs assistance through the registration process. We are able to provide interpretation services during school hours.

These are the same bilingual speakers who attend the Parent Orientation meetings, who are available during parent teacher conferences, and who are present at parent engagement meetings when necessary. Currently we have six Spanish speakers, two Russian speakers, two Haitian Creole speakers, one French speaker, one Urdu speaker and one Italian speaker. A copy of "In-House Translators" is kept in the main office, at the security desk, in the nurse's office, in the School Base Support Team's office, in the ENL room, and in the Assistant Principals' office. If we don't have a translator on site and we need assistance, we call the DOE's Translation & Interpretation Unit for assistance. The parents are given the newly revised HLIS. We make every effort to give the parent the bilingual form in their preferred language. If by chance their native language is a low incidence language, and their preferred language is not available, the parent will fill out an English form and indicate their home language where indicated. On the second page of the HLIS form, the parent answers the very two last questions; "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?" The HLIS forms are carefully reviewed to record all requests for translation services or bilingual materials. The names of the parents who request translation are added to the list from the previous year. This master list is kept in the main office. By maintaining this list and adhering to the Chancellor's Regulations for providing translation and interpretation services to our parents, we are assured that our parents are provided with appropriate and timely information in a language they can understand. Informal surveys are given to determine parents' preference of communication as we prepare for parent teacher conferences. Parents are given the opportunity to request a translator to be present during their conferences. If a requested language is not available, teachers will use the telephone translation services available through the Translation and Interpretation Unit. When we have parent engagement meetings we canvas the invites for translation requests. If need be, translators are called in to assist. These in-house translators are always present during ELL Orientation meetings and ELL parent engagement sessions. At the time of graduation, parents are asked if they would like an interpreter present for the graduation ceremony. The hired interpreter translates into a transmitter and the parent tunes into a channel on their headphone. In this way, limited English speaking parents become active participants in their child's graduation.

- List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Languages	Spoken Language	Written Language
Albanian	1	1
Arabic	10	8
Bengali	1	1
Chinese	31	31
French	2	2
Gujarati	1	1
Haitian Creole	2	2
Italian	1	1
Ukrainian	1	1
Urdu	17	17
Russian	27	27
Spanish	44	44
Vietnamese	1	1

List compiled from the ATS Report: RAPL (Adult Preferred Language Report), dated 9/22/15

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

List of translated documents typically disseminated by the school:

"Welcome to a New School Year" letter - including school procedures; dismissal times, lunch times, academic expectations, dress code.

A general school supply list that can be adapted by the grade leader or classroom teacher.

Letters generated by the DOE to be distributed to the student body. For instance, this past year we sent out letters from the Health Commissioner on medical alerts.

Stranger alert or other highly sensitive alert letters to be disseminated.

Annual handbooks

Newsletters

Calendars

Letters from the Principal

Parent-Teacher Conference Announcements

Report Card Comments

Before/After school program invitations

ELL Family Resources that include: Parents' Preferred Language Forms, The Home Language

Identification Surveys, ELL Parent Brochures, Parent Survey & Program Selection Form

Parent Notifications: Entitlement Letter, Continued Entitlement Letter, Non Entitlement Letter, Placement Letters, Transition Letter

ELL Parent Brochures

Title III invitations

New York State testing dates

Notification of Special Events

Available upon request: Bilingual glossaries of DOE terminology and special education terms and definitions

Invitation to join "Family Access" with our parent coordinator, Chris O'Neill

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Informal interview at time of registration to determine language preference of limited English parents

ELL Parent Orientations: Translator present as needed, held within first ten days of registration

Grade overviews: Translators present as needed, held within the second week of school

Parent-Teacher Conferences, translators present as needed, to be held on November 4-5, 2015 and

March 2-3, 2016

Parent Engagement Sessions: times to be determined and/or at the request of the parent and/or teacher  
State Testing Overviews, translators present as request or needed

Meetings requested by administration and/or guidance counselor

Translators present as needed at Annual IEP meetings

ELL Parent Engagement Meetings: translators present as requested or needed

Parent Association Functions: translators present as requested or needed

Translators present at time of "Family Access" set-up with parent coordinator, as requested or needed

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Whenever possible, the school will use the written translated material that is provided on the DOE website. Following the Chancellor's Regulation A-663, we ensure that parents are provided with a meaningful opportunity to participate in all programs and services critical to their child's education. The Department provides written translations in nine of the most common other than English languages spoken by the parents in the city of New York. Out of those nine languages, our school typically will use seven of the language written translations: Arabic, Bengali, Chinese, Haitian Creole, Russian, Spanish and Urdu. When support is required in a language other than these seven, we will employ outside vendors. We employ services from The Big Word when needed. The DOE provides us with a variety of translated surveys, informational documents, and notification letters that we use during the identification and placement processing of our ELL students. We are using the new forms that are aligned with revised CR Part 154 regulations. The translated material is pulled off the intranet and quickly distributed to the parents, along with an English copy. When we send out our parent notifications (entitlement, continued entitlement, non entitlement and transitional letters), we also send a tear-off slip requesting the parent's signature, filed with the ENL teacher to confirm receipt. Letters of notification are sent out as quickly as participation in the program is determined, which is within two weeks from the first date of registration. Our Title III program invitations are sent out in bilingual versions, along with any other translated material that we pull from the DOE intranet (e.g.: common translated documents explaining programs, services and policies). School-wide bilingual report cards are sent to the parents that make this request and teacher remarks are translated upon request. Copy to be translated will be sent to the DOE Translation Unit, keeping in mind the turn-around time it takes for the translated copy to be returned. Teachers also use the free translation websites found online if they need a quick note to go home. If it is in one of the languages that our bilingual staff is versed in, then they check the note for accuracy with the translator. At graduation, we provide bilingual programs for the limited English speaking parents P.S. 222 notifies limited-English-proficient parents about their rights to language services.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our interpretation services are provided in-house by our bilingual staff. As noted in Part A-1, we have on staff six Spanish speakers, two Russian speakers, two Haitian-Creole speakers, one French, one Urdu speaker, and one Italian speaker. All of whom are available during the work day. The bilingual staff is asked to attend parent conference meetings, class orientations and any other functions where their services are needed. If a need arises for another language during a conference or a discussion, we use the phone service available through the DOE's Translation and Interpretation Unit. Often, if available, one parent will help another parent with translation courtesies. When we have school functions outside of normal school hours and expect limited English speaking parents to come we compensate our bilingual staff per session to attend. If necessary we will use our Talk & Listen transmitters and receivers to provide translation services. During parent teacher conferences we have our bilingual staff available for assistance. If we do not have the personnel to assist with a low incidence language, the classroom teachers call the DOE Translation and Interpretation Unit. At graduation, we hire interpreters from the Big Word Interpretation Service to translate the graduation ceremony to the limited English speaking parents. When we need additional language services we use funds allocated for such expenses. We employ the use of transmitter microphones and listening units that are discreet and comfortable to wear.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The administration at P.S. 222 understands that the training of our staff is critical for the successful implementation of the Department of Education's language access initiatives. Our school's Language Access Coordinator (LAC) coordinates translation and interpretation support to limited-English-proficient parents. The LAC also supports our staff in monitoring parent language needs, allocates funding to provide language assistance, and informs parents of the availability of language assistance services. The administration informs the staff on the mission, the goals, and the implementation of the Chancellor's Regulation A-663. We will follow the procedures set forth by The Translation & Interpretation Unit to ensure that limited English speaking parents are provided with meaningful opportunities to participate in programs and services critical to their child's education. The T&I brochure and Language ID Guide is available to the staff and the Language Palm Cards are distributed to the teachers. Teachers are informed that the Parents' Bill of Rights is available in nine languages and that the preferred language of choice requires distribution to those students in their classroom whose parents have requested communication in a language other than English. Teachers are notified of the students in their classroom whose parents have made these requests. Teachers are informed of our in-house translators, access to translation and over-the-phone interpretation services from T&I Unit, and the many other resources provided by the unit. Funding for outside services will be allocated accordingly. Follow-up training will incur over the school year. A copy of our approved Language Translation and Interpretation Plan will be emailed to our teachers and a hard copy of the plan will be filed in the main office to ensure accessibility to all staff.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school fully complies with Section VII of the Chancellor's Regulation A-663 in regards to translation and interpretation services. We fulfill our requirements as per Section VII by displaying the signage supplied by the unit and distributing the material provided and informing the parents of their rights in regards to Regulation A-663. The multi-language "Hello" poster is displayed in the entranceway of the school. The Language ID Guide is utilized at the security desk and main office. "The Language Palm Cards" are available for the parents to use to convey their language of preferred communication. The staff utilizes and promotes the services that are provided by T&I unit. Immediately upon registration, the parent's preferred language is determined and noted. This information is shared with the classroom teachers and the school will comply with the wishes of the parent in regard to written and oral communication. The parents will be given a copy, in their preferred language if available, of the Parents' Guide to Language Access and the Parents' Bill of Rights at the time of registration. Here at P.S. 222, the staff is committed to deliver translation and interpretation services to the parents throughout the child's educational experience. Beginning at registration and extending through student graduation. It is our intent to support our limited-English speaking parents in every effort so that they may partake in a shared parent-school experience. Limited-English-proficient speaking parents are invited to our school events as well as to city-wide events. Translated notifications are sent home with the students and special notices are included in our school's newsletters. The school's calendar and newsletter is available online and can be translated online with a click of a button. Parents are informed of these resources at the time of Parent Orientation. It is our intent to provide a meaningful opportunity for each parent to participate in and have full access to all programs and services critical to their child's education. The list of parents who prefer a language other than English to be their language of communication is kept on file in the main office and is updated as necessary.

### **Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

To ensure the quality of our language services, P.S. 222 will maintain open communication with our limited-English speaking parents. At the beginning of the school year, school generated surveys were distributed by the classroom teachers. Additional surveys are distributed at our PA meetings and at our parent-teacher conferences (November 2015 and March 2016). The "School Survey for Parents" generated from the offices of T&I unit will be distributed to the limited-English speaking parents mid-year. Our ENL teacher will review the results of these surveys to address the feedback received from the parents so that the school can be assured of the quality and availability of the services.