

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

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

**25Q022**

**School Name:**

**P.S. 022 THOMAS JEFFERSON**

**Principal:**

**JENNIFER MEYER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Elementary School Number (DBN): 25Q022  
Pre-K – 5  
Grades Served: \_\_\_\_\_  
School Address: 153-33 Sanford Avenue, Flushing, NY 11355  
718-762-4141 718-358-1260  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: Jennifer Meyer Email Address: JMeyer5@schools.nyc.gov  
Principal: Jennifer Meyer  
Leah Lewis  
UFT Chapter Leader: \_\_\_\_\_  
Laura Kavourias  
Parents' Association President: \_\_\_\_\_  
Debra Christiano  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 25 Superintendent: Danielle DiMango  
30-48 Linden Place, Flushing, NY 11354  
Superintendent's Office Address: \_\_\_\_\_  
DDimang@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
718-281-7605 718-281-7519  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
28-11 Queens Plaza North, Long Island City, NY 11101  
Director's Office Address: \_\_\_\_\_  
lpender@schools.nyc.gov  
Director's Email Address: \_\_\_\_\_

917-225-2020

Phone Number:

Fax:

## 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)
Jennifer Meyer	*Principal or Designee	
Leah Lewis	*UFT Chapter Leader or Designee	
Laura Kavourias	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Monique Ambrose	Member/ Secretary/Teacher Representative	
Alfredo Andrade	Member/ Parent Representative	
Sen Chen	Member/ Parent Representative	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Christiano	Member/ Chairperson/Teacher Representative	
	Member/	
Rubin Esteva	Member/ Parent Representative	
Melissa Toro	Member/Financial Liaison/Parent Representative	
Esther Wu	Member/Teacher Representative	
	Member/	

### 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.

PS22Q is a Title I, elementary (Pre-K to 5) school, located in Flushing, Queens. We serve a population of over 800 children, most of whom are immigrants, including first-generation. Our students represent the Multi-ethnic, multicultural neighborhood of Flushing, where many new immigrants arrive daily. There are over 25 nationalities represented among our students. Approximately 60% of our children are English Language Learners and over 80% of them come from homes in which languages other than English are spoken. Chinese (mostly Mandarin, but also Cantonese and other Chinese dialects) and Spanish are the predominant languages spoken by our students. However, we also have students who speak Korean, Pashtu, Urdu, Bengali, Punjabi, Russian, Albanian, and Nepali.

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

PS22Q has received the NYS Rewards School designation for two consecutive years. Additionally, we have received "A" ratings from the New York City Department of Education for 5 years in a row. Our 2014-15 Quality Review determined PS22Q to be well-developed across the following Quality Indicators: 1.1 Curriculum, 1.2 Pedagogy, 3.4 High Expectations, and 4.2 Teacher Teams and Leadership Development. In Quality Indicator 2.2 Assessment, we demonstrated proficiency.

Despite our pattern of excellence, we recognize the ever-changing nature of students, families, and pedagogy. Therefore, we have considered avenues of continued improvement and we have chosen the following areas of focus for the 2015-16 school year: 1) improving instruction for our English Language Learners and Students with Disabilities by providing professional development for all teachers in the implementation of effective scaffolds so that by June 2016 there will be a 5% increase in the number of students reaching their June goal as measured by the Teachers' College Reading and Writing Project (TCRWP) Running Records; 2) increasing the ability of all students to demonstrate critical thinking skills across the curriculum, in writing, by creating and implementing social-emotional programs requiring self-reflection and insightful conversation as well as collaboration with adults and peers to engage critical thinking and independent participation in standard-bearing written work so that, by June 2016, there will be an overall increase of 5% on Charlotte Danielson's component 3c – Engaging Students in Learning as measured by ratings in the Advance system; 3) ensuring coherence of writing assessments and feedback across classrooms by standardizing the format in which teacher feedback is given so that by June 2016 there will be an overall increase of 5% on Danielson component 3d – Providing Feedback to Students; 4) collaborating with families as full partners in the learning and development of their children by increasing the number of opportunities for parent engagement so that by June 2016 there will be a 5% increase in parent participation at the school level, as measured by parent engagement attendance rosters maintained by the school.

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

## 25Q022 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	815	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
				N/A
School Composition (2013-14)				
% Title I Population		77.6%	% Attendance Rate	95.8%
% Free Lunch		78.9%	% Reduced Lunch	10.5%
% Limited English Proficient		35.6%	% Students with Disabilities	11.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	1.0%
% Hispanic or Latino		34.9%	% Asian or Native Hawaiian/Pacific Islander	59.4%
% White		3.2%	% Multi-Racial	0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.74	# of Assistant Principals (2014-15)	1
# 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)		N/A	% Teaching Out of Certification (2013-14)	2.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.6%	Average Teacher Absences (2013-14)	9.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		46.1%	Mathematics Performance at levels 3 & 4	66.1%
Science Performance at levels 3 & 4 (4th Grade)		94.2%	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	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
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		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
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		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	YES
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.

Based on our 2014-15 work with Danielson’s Framework for Teaching, as well as the Advance observation system and our Quality Review we have found that components 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction) have been a challenge. While teachers were planning and providing scaffolds, many students were not challenging themselves to take the initiative to apply them independently. Moreover, although teachers were monitoring student understanding and offering timely and constructive feedback, more specific assessment tools/exemplars need to be employed throughout the building in a uniform, established manner to open more/varied opportunities for student self-assessment.

Additionally, analysis of students’ reading level progression throughout 2014-15 revealed that students were not transitioning to higher levels as regularly as in the past. More specifically, students demonstrated the most difficulty between levels D and F as well as levels O and R.

Moreover, a review of the 2015 New York State English as a Second Language Achievement Test (NYSESLAT) New York State English as a Second Language Test scores showed that, although there has been improvement in speaking across the grades, the progress has not been sufficient to achieve "commanding" scores. For example, while many Grade 4, expanding students met the cut-off scores for commanding, they received a NYSESLAT decision of expanding. The 2015 NYSESLAT also revealed listening to be area of need in Grades 1, 3, and 4.

Historically, our Progress Reports have indicated a weakness in the area “closing the achievement gap for subgroups, including English Language Learners (ELLs) and Students with Disabilities (SWDs).”

Our most recent Quality Review indicated that, in the area of instruction, school leaders and faculty establish a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations. We consistently use student data to inform curricula and instructional revisions. Moreover, we utilize cohesive assessment systems and tools aligned to curriculum that reveal patterns and trends across grades and subjects. However, school level, grade and class decisions made to meet the needs of all learners, do not include opportunities for student analysis of their own work along the continuum and expectations of the Common Core Learning Standards.

Informed by Capacity Framework Element, “Rigorous Instruction,” and current demographic data, academic data, and our most recent Quality Review, there is a need to develop more refined verbal and written language function and structure scaffolds to equip all students, especially ELLs and SWDs, to take greater ownership of their reading progression by independently applying modeled scaffolds for comprehension and critical thinking. This needs assessment informed the development of the annual goal listed below.

### 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.

In order to improve instruction for our English Language Learners and Students with Disabilities, we will provide a minimum of 6 hours of professional development, for all teachers, and a minimum of 18 hours of professional development, for English as a New Language (ENL) teachers, in the implementation of effective verbal and written scaffolds so that by June 2016 there will be a 5% increase in the number of students reaching their June goal as measured by the TCRWP (Teachers College Reading and Writing Project) Running Records.

**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 Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will analyze results of the 2015 NYSESLAT and NYS ELA to determine specific areas of ELLs’ and SWDs’ weaknesses.</p> <p>Based on findings, school leaders and teachers will develop a Professional Development Calendar.</p> <p>Teachers will conduct TCRWP running records with students and confer with them to model and practice scaffolds, providing artifacts for student’s independent use.</p> <p>Teachers will meet in grade, vertical, and inquiry teams to conduct analyses and to devise/revise scaffolds and self-assessment tools for ELLs and SWDs. These teams will also plan ways to challenge students toward greater independence.</p>	<p>All teaching and support staff</p>	<p>September 2015 through June 2016</p>	<p>School leadership, Community School District (CSD) 25 Superintendent, Teachers' College (TC) Staff Developers, ESL Teachers, Special Education Teachers, Core and Teacher Inquiry Teams, STEM Teacher</p>

<p>Teachers will use common prep time to further develop student engagement tools/strategies.</p> <p>Teachers will differentiate English Language Arts (ELA) English Language Arts strategies for students, conduct strategic small group instruction, provide print-rich classroom environments, and create verbal and written English language structure prompts to assist students, especially ELLs and SWDs with comprehension and critical thinking as they transition through reading levels.</p> <p>Teachers will use Thinking Maps to help students organize their thinking and, thereby, scaffold their processing of information at higher levels.</p> <p>STEM teacher will implement project-based instruction.</p> <p>Teachers will implement research-based technological programs (Imagine Learning and Lightsail) to improve ELLs and SWDs language acquisition, comprehension, speaking, and writing.</p> <p>School leaders will monitor student progress through routinely collected data, such as Individual Student Level charts, Progress Reports, Report Cards, and the Advance observation process.</p> <p>Core Inquiry Team will focus on Danielson Component 3d (Using Assessment in Instruction) to develop quality assessment that drives instruction.</p>			
<p>Professional Development</p> <p>Teachers will attend professional development sessions, offered by TC Teachers College, CSD25 Community School District 25 specialists, and the NYCDOE New York City Department of Education of ELLs and SWDs regarding the implementation of effective comprehension and critical thinking scaffolds.</p> <p>Teachers of students with double-service ELLs will participate in professional development sessions with ENL English as a New Language specialist,</p>	<p>School leaders, all teachers, parents of ELLs and SWDs, Parent Coordinator</p>	<p>September 2015 through June 2016</p>	<p>School leadership, all teachers, TC staff developers, CSD 25 specialists, NYCDOE Dept. of ELLs and SWDs, Parent Coordinator</p>

<p>Maryann Cucchiara, provided through a CSD Community School District 25 grant.</p> <p>Teachers will learn, turnkey, and implement ELA strategies in accordance to their students' areas of strength/weakness.</p> <p>School leaders, Parent Coordinator, ENL, Special Education and General Education teachers will develop parent workshops to communicate comprehension and critical thinking strategies for home use.</p> <p>ESL and Special Education teachers will continue to provide teachers with professional development focused on NYSESLAT Targets of Measurement (TOMs), the 2014-15 NYSESLAT results, and implications for instruction aligned to Common Core State Standards (CCSS) for the implementation of effective scaffolds for ELLs and SWDs.</p>			
<p>Additional Programming for ELLs</p> <p>Title III ESL Earlybird and Afterschool to provide additional instructional time and strategies practice, with a focus on test preparation, vocabulary building, language acquisition, and comprehension.</p> <p>Newcomer Periods provide newly arrived children with additional opportunities for language acquisition and communication within a small group setting.</p> <p>Special trips for ELLs to provide exposure to settings and experiences beyond the school community.</p>	ELLs	September 2015 through June 2016	School leadership, ENL Teachers
<p>Additional Programming for SWDs</p>	SWDs	September 2015 through June 2016	School leadership, Special Education Teachers

**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>Salary for per session staffing (Title III)</p> <p>Schedule adjustments and substitute coverage to facilitate PD</p> <p>Common prep time</p>

Inquiry team time

Technological support for Imagine Learning

Use of teacher teams, peers, TCRWP, and CSD 25 specialists

Additional collaborative planning time

The Danielson Framework and Advance for teaching evaluations

Title III funding for ELL trips outside school hours

Translation resources

Utilizing licensed ESL and Special Education staff members to provide staff development.

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

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

**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 January 2016, there will be a 2.5% increase in in ELLs and SWDs demonstrating progress in reading as measured by Individual Student Reading Level charts. School leadership, ESL staff, Special Education staff and the data specialist will review the percentages of ELLs and SWDs who have demonstrated progress in reading.

**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 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.

Based on our 2014-15 work with Danielson’s Framework for Teaching, as well as the Advance observation system and our Quality Review we have found that component 3c – Engaging Students in Learning and component 3d – Using Assessment in Instruction, have been a challenge. Teachers were providing feedback to students in the form of “Glows and Grows.” However, the feedback often did not reflect the common language of the rubric, nor did it provide specific examples of instances where students used or failed to use strategies. Consequently, students did not implement use of scaffolds with independence or automaticity in their writing or peer feedback sessions. Moreover, students were often confused about how to precisely express feedback, as a common, rubric-centered language had not been thoroughly implemented across classes/grades.

Moreover, a review of the 2015 New York State English as a Second Language Achievement Test (NYSESLAT) scores showed that, although there has been improvement in speaking across the grades, the progress has not been sufficient to achieve commanding scores. For example, while many Grade 4, expanding students met the cut-off scores for commanding, they received a NYSESLAT decision of expanding. The 2015 NYSESLAT also revealed listening to be area of need in Grades 1, 3, and 4.

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

Our most recent Quality Review indicated that, in the area of assessment, school leaders and faculty consistently use student data to inform curricula and instructional revisions. Cohesive assessment systems and tools aligned to curriculum that reveal patterns and trends across grades and subjects. However, school level, grade and class decisions made to meet the needs of all learners, do not include opportunities for student analysis of their own work along the continuum and expectations of the Common Core Learning Standards.

Informed by Capacity Framework Elements, “Supportive Environment” and “Effective School Leadership,” and current demographic data, academic data, and our most recent Quality Review, there is a need to develop more refined written language function and structure scaffolds to encourage all students to move toward the automatic production of standard-bearing written pieces around academic content. This needs assessment informed the development of the annual goal listed below.

### 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.

In order to increase the ability of all students to demonstrate critical thinking skills in writing, we will create and implement additional instructional opportunities for students to engage in critical thinking so that, by June 2016,

there will be an overall increase of 5% in student's published writing as measured by the Teachers College Writing Continuum.

**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) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School leadership will develop a core inquiry team to analyze 2015 TCWRP, NYS ELA, and NYSESLAT data.</p> <p>Teachers will analyze data and form inquiry groups to address students’ areas of weakness across the curriculum. Inquiry groups will inform instruction throughout the school year.</p> <p>Teachers will work with TCWRP staff developers to differentiate instruction to meet the needs of ELLs, SWDs, and high-achievers by creating assessment tools against which students can analyze their work, give and receive peer feedback, and articulate how these tools are supporting their progress.</p> <p>Guidance staff will provide social-emotional support to students and families whose behavior impedes their progress.</p> <p>Teachers will mine and utilize resources from sources beyond the school building.</p> <p>Teachers will regularly engage students in close reading of increasingly complex texts and in rich student-led conversations.</p>	<p>School leadership, all teaching and guidance staff</p>	<p>September 2015 through June 2016</p>	<p>School leadership, TC staff developers, teachers</p>

<p>Teachers will continue to scaffold learning through the use of Thinking Maps, print/visual-rich classroom environments, manipulatives, and prompts.</p> <p>Teachers will regularly share best practices with others on the grade and across grades.</p> <p>Teachers will provide students with strategy artifacts that can be used for independent work.</p> <p>Teachers will conduct interest inventories to determine students' areas of personal interest.</p> <p>Teachers will use units of study to support programming of clubs, assemblies, and other events.</p> <p>Assembly programs will be presented in response to students' areas of interest.</p>			
<p><b>Professional Development</b></p> <p>ESL and Special Education teachers will turnkey strategies with inquiry groups and to pertinent staff to facilitate the creation of differentiated templates and language scaffolds for students' use during self/peer analysis and feedback conversations.</p> <p>Teachers will devise child-friendly, but rubric-related checklists and rubrics for students to use when analyzing their own work and/or that of a peer.</p> <p>Teachers will facilitate student-led discussions and written reflections.</p>	<p>School leaders, all teachers, parents of ELLs and SWDs, Parent Coordinator</p>	<p>September 2015 through June 2016</p>	<p>School leadership, all teachers, TCRWP staff developers, CSD 25 specialists, NYCDOE Dept. of ELLs and SWDs, Parent Coordinator, Guidance staff</p>
<p><b>Additional Programming for ELLs and SWDs</b></p> <p>Teachers will increase the frequency with which they confer with ELLs and SWDs, holding them accountable for language structure scaffolds that can be used to improve their writing.</p> <p>Parent Coordinator and teachers will collaborate to present parent-child workshops on strategies used in class to improve the quality of student writing and/or issues that might impede students' production of standard-bearing written work.</p> <p>Instructional Paraprofessionals will offer support to classes with student registers at or near capacity.</p>	<p>All teachers, guidance, SAPIS, technology specialist</p>	<p>September 2015 through June 2016</p>	<p>School leadership, ESL and Special Education teachers, Parent Coordinator, Technology Specialist, Data Specialist, Guidance staff</p>

<p>Students will receive technological support in reading and writing through programs, such as Imagine Learning, Lightsail, and Brainpop.</p> <p>Guidance staff will support students with social-emotional issues that impede academic development.</p> <p>(SAPIS) Substance Abuse Prevention Intervention Specialist Counselor will facilitate student-led conflict resolution and self-esteem groups via lunchtime sessions, including the Cozy Corner Cafeteria.</p>			
<p>School-Student-Family Bonding Opportunities</p> <p>(PTA) Parent Teacher Association and Drama Specialist will organize rich assembly programs that use interactive methods to present curriculum content, while reinforcing the use language structure through various modalities.</p> <p>Pizza Fridays to encourage use of language structures in social settings with peers and school leaders.</p> <p>ESL workshops with parents and translators.</p> <p>Special music performances in which children learn, rehearse, and perform songs using conventional language structures with automaticity.</p> <p>Specialty-themed family nights to foster listening and speaking skills in combined social-academic contexts.</p>	<p>All students and their families</p>	<p>September 2015 through June 2016</p>	<p>School Leadership, teachers, PTA, Parent Coordinator, Music teacher</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>Scheduling for PD, Inquiry meetings, PTA events, Parent Workshops, and music performances</p> <p>TCRWP funding</p> <p>Meal budget for Pizza Fridays</p> <p>Budget for translators if parent volunteers are insufficient</p>

Budget for technology licenses, STEM materials, and printing materials

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

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

By January 2016, there will be a 2% increase in students engaging in writing with independence and automaticity as measured by ratings in Danielson Component 3c – Engaging Students in Learning – of the Advance system.

**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.

Based on our 2014-15 work with Danielson’s Framework for Teaching, as well as the Advance observation system and our Quality Review we have found that component 3c – Engaging Students in Learning and 3d – Providing Feedback to Students, have been a challenge. Teachers were providing feedback to students in the form of “Glows and Grows.” However, the feedback often did not reflect the common language of the rubric, nor did it provide specific examples of instances where students used or failed to use strategies.

Moreover, a review of the 2015 New York State English as a Second Language Achievement Test (NYSESLAT) scores showed that, although there has been improvement in speaking across the grades, the progress has not been sufficient to achieve "commanding" scores. For example, while many Grade 4, expanding students met the cut-off scores for commanding, they received a NYSESLAT decision of expanding. The 2015 NYSESLAT also revealed listening to be area of need in Grades 1, 3, and 4. Our MOSL ratings also reflected English Language Arts (ELA), -- particularly in terms of ELLs' performance -- to be a weakness.

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

Our most recent Quality Review indicated that, in the area of assessment, school leaders and faculty consistently use student data to inform curricula and instructional revisions. Cohesive assessment systems and tools aligned to curriculum that reveal patterns and trends across grades and subjects. However, school level, grade and class decisions made to meet the needs of all learners, do not include opportunities for student analysis of their own work along the continuum and expectations of the Common Core Learning Standards.

Informed by Capacity Framework Element, “Collaborative Teachers,” and current demographic data, academic data, and our most recent Quality Review, there is a need to develop more refined written language function and structure scaffolds to encourage all students, especially ELLs and Students with Disabilities, to move toward the production of standard-bearing written pieces around academic content. This needs assessment informed the development of the annual goal listed below.

### 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.

In order to ensure coherence of writing assessments and feedback across classrooms, we will revise the format in which teacher feedback is given to students, using a common language and a standardized template, so that by June 2016, there will be an overall increase of 3% on Danielson component 3d – Providing Feedback to Students .



**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>• <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>Strategies to promote teacher-parent collaborations to improve student achievement.</b></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>Teachers across grades will review and revise writing rubrics for units of study to include common child-friendly language for indicators.</p> <p>When offering feedback to students, teachers will use the same language structures to compliment and critique published work (e.g ., <b>In paragraph 1, when you wrote</b> , “That old jalopy sat there for years, sinking into the ground like a heavy burden. Grandpa, you need to get rid of that run down thing, I thought to myself, but I just didn’t have the courage to say it out loud” <b>you used a blend of description and internal thought to develop story elements . Next time, try to use paragraphs to separate dialogue.</b> ) In short, all feedback will be based on rubrics.</p> <p>Teachers will instruct students on how to use the same rubrics during peer assessments, providing a differentiated menu of language scaffolds that refer students back to the rubric indicators.</p> <p>All teachers will score published work by using the rubric, rating each indicator within the rubric.</p> <p>Teachers and paraprofessionals will participate in collaborative planning.</p>	<p>All teachers, all students</p>	<p>September 2015 through June 2016</p>	<p>School leadership, inquiry teams, teachers, paraprofessionals</p>
<p>Professional Development</p> <p>Teachers of ELLs and SWDs will attend and turnkey workshops that identify effective language scaffolds that</p>	<p>All teachers and paraprofessionals</p>	<p>September 2015 through June 2016</p>	<p>School leadership, Inquiry teams, TCRWP staff developers</p>

<p>can be applied to build the complexity of student language and coherence of student responses to peer work.</p> <p>Teachers will attend TCRWP ELA workshops to learn additional, differentiated methods of student engagement in writing.</p>			
<p><b>Additional Programming</b></p> <p>Parent workshops to communicate strategies for home practice.</p> <p>Inquiry Team meetings to analyze students' initial work, develop/revise rubrics and compose common feedback language structures.</p> <p>Early Bird program for ELLs and SWDs</p> <p>Afterschool program</p> <p>Enrichment Clubs</p> <p>Imagine Learning</p> <p>Guidance and SAPIS presentations for upper-grade students</p> <p>Respect-for-All campaign</p>	<p>Teachers, parents</p>	<p>September 2015 through June 2016</p>	<p>School leadership, parent coordinator, teachers</p>
<p><b>School-student-family Bonding Opportunities</b></p> <p>Parent-child workshops during Parent Engagement on Tuesdays</p> <p>PTA Events (Bingo Night, Movie Night, Science Night, PJs/Book Night)</p> <p>Parent-teacher conference night exposure to feedback</p> <p>Classroom reading/writing celebrations and feedback sharing</p> <p>Career Day</p> <p>Talent Show</p> <p>Multicultural Day</p> <p>Drama Performance</p> <p>Guidance Workshops for Parents</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.

Budget for per session Early Bird and Afterschool programs

Budget for PTA Events

Budget for Translators for parent-teacher conferences and other events

Budget for Imagine Learning licenses

Budget for TCRWP staff developers

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

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

By January 2016, there will be a 3% increase in teachers scoring “effective” on Danielson component 3d – Providing Feedback to Students.

**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.

Based on our 2014-15 work with Danielson’s Framework for Teaching, as well as the Advance observation system and our Quality Review we have found that component 3c – Engaging Students in Learning and component 3d – Providing Feedback to Students, have been a challenge. Teachers were providing feedback to students in the form of “Glow and Grow.” However, the feedback often did not reflect the common language of the rubric, nor did it provide specific examples of instances where students used or failed to use strategies. Consequently, students did not implement use of scaffolds with independence or automaticity in their writing or peer feedback sessions. Moreover, students were often confused about how to precisely express feedback, as a common, rubric-centered language had not been thoroughly implemented across classes/grades.

Moreover, a review of the 2015 New York State English as a Second Language Achievement Test (NYSESLAT) scores showed that, although there has been improvement in speaking across the grades, the progress has not been sufficient to achieve “commanding” scores. For example, while many Grade 4, expanding students met the cut-off scores for commanding, they received a NYSESLAT decision of expanding. The 2015 NYSESLAT also revealed listening to be area of need in Grades 1, 3, and 4.

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

Our most recent Quality Review indicated that, in the area of assessment, school leaders and faculty consistently use student data to inform curricula and instructional revisions. Cohesive assessment systems and tools aligned to curriculum that reveal patterns and trends across grades and subjects. However, school level, grade and class decisions made to meet the needs of all learners, do not include opportunities for student analysis of their own work along the continuum and expectations of the Common Core Learning Standards.

Informed by Capacity Framework Elements, “Supportive Environment” and “Effective School Leadership,” and current demographic data, academic data, and our most recent Quality Review, there is a need to develop more refined written language function and structure scaffolds to encourage all students to move toward the automatic production of standard-bearing written pieces around academic content. This needs assessment informed the development of the annual goal listed below.

### **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.

In order to increase the ability of all students to demonstrate critical thinking skills across the curriculum, in writing, we will create and implement a minimum of 3 social-emotional programs requiring self-reflection and insightful conversation, as well as collaboration with adults and peers, to engage critical thinking and independent participation in standard-bearing written work so that, by June 2016, there will be an overall increase of 5% on Danielson component 3c – Engaging Students in Learning as measured by ratings in the Advance system.

**Part 3 – Action Plan**

<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>• <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>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School leadership will develop a core inquiry team to analyze 2015 TCWRP, NYS ELA, and NYSESLAT data.</p> <p>Teachers will analyze data and form inquiry groups to address students’ areas of weakness across the curriculum. Inquiry groups will inform instruction throughout the school year.</p> <p>Teachers will work with TCWRP staff developers to differentiate instruction to meet the needs of ELLs, SWDs, and high-achievers by creating tools against which students can analyze their work, give and receive peer feedback, and articulate how these tools are supporting their progress.</p> <p>Guidance staff will provide social-emotional support to students and families whose behavior impedes their progress.</p> <p>Teachers will mine and utilize resources from sources beyond the school building.</p>	<p>School leadership, all teaching and guidance staff</p>	<p>September 2015 through June 2016</p>	<p>School leadership, TC staff developers, teachers</p>

<p>Teachers will regularly engage students in close reading of increasingly complex texts and in rich student-led conversations.</p> <p>Teachers will continue to scaffold learning through the use of Thinking Maps, print/visual-rich classroom environments, manipulatives, and prompts.</p> <p>Teachers will regularly share best practices with others on the grade and across grades.</p> <p>Teachers will provide students with strategy artifacts that can be used for independent work.</p> <p>Teachers will conduct interest inventories to determine students' areas of personal interest.</p> <p>Teachers will use units of study to support programming of clubs, assemblies, and other events.</p> <p>Assembly programs will be presented in response to students' areas of interest.</p>			
<p>Professional Development</p> <p>ESL and Special Education teachers will turnkey strategies with inquiry groups and to pertinent staff to facilitate the creation of differentiated templates and language scaffolds for students' use during self/peer analysis and feedback conversations.</p> <p>Teachers will devise child-friendly, but rubric-related checklists and rubrics for students to use when analyzing their own work and/or that of a peer.</p> <p>Teachers will facilitate student-led discussions and written reflections.</p>	<p>School leaders, all teachers, parents of ELLs and SWDs, Parent Coordinator</p>	<p>September 2015 through June 2016</p>	<p>School leadership, all teachers, TCRWP staff developers, CSD 25 specialists, NYCDOE Dept. of ELLs and SWDs, Parent Coordinator, Guidance staff</p>
<p>Additional Programming for ELLs and SWDs</p> <p>Teachers will increase the frequency with which they confer with ELLs and SWDs, holding them accountable for language structure scaffolds that can be used to improve their writing.</p> <p>Parent Coordinator and teachers will collaborate to present parent-child workshops on strategies used in class to improve the quality of student writing and/or issues that might impede students' production of standard-bearing written work.</p>	<p>All teachers, guidance, SAPIS, technology specialist</p>	<p>September 2015 through June 2016</p>	<p>School leadership, ESL and Special Education teachers, Parent Coordinator, Technology Specialist, Data Specialist, Guidance staff</p>

<p>Students will receive technological support in reading and writing through programs, such as Imagine Learning, Lightsail, and Brainpop.</p> <p>Guidance staff will support students with social-emotional issues that impede academic development.</p>			
<p>School-Student-Family Bonding Opportunities</p> <p>PTA and Drama Specialist will organize rich assembly programs that use interactive methods to present curriculum content, while reinforcing the use language structure through various modalities.</p> <p>Pizza Fridays to encourage use of language structures in social settings with peers and school leaders.</p> <p>ESL workshops with parents and translators.</p> <p>Special music performances in which children learn, rehearse, and perform songs using conventional language structures with automaticity.</p>	All students and their families	September 2015 through June 2016	School leadership, teachers, PTA Parent Coordinator, Music and Drama specialists

**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.											
Scheduling for PD, Inquiry meetings, PTA events, Parent Workshops, and music performances											
TCRWP funding											
Meal budget for Pizza Fridays											
Budget for translators if parent volunteers are insufficient											
Budget for technology licenses and printing materials											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>	X	<b>PTA Funded</b>		<b>In Kind</b>	X	<b>Other</b>

**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.
By January 2016, there will be a 2% increase in students engaging in writing with independence and automaticity as measured by ratings in Danielson Component 3c – Engaging Students in Learning – of the Advance system.

**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

- 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.
- 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.

Based on our 2014-15 work with Danielson’s Framework for Teaching, as well as the Advance observation system and our Quality Review we have found that component 3c – Engaging Students in Learning and 3d – Providing Feedback to Students, have been a challenge. Teachers were providing feedback to students in the form of “Glows and Grows.” However, the feedback often did not reflect the common language of the rubric, nor did it provide specific examples of instances where students used or failed to use strategies.

Moreover, a review of the 2015 New York State English as a Second Language Achievement Test (NYSESLAT) scores showed that, although there has been improvement in speaking across the grades, the progress has not been sufficient to achieve "commanding" scores. For example, while many Grade 4, expanding students met the cut-off scores for commanding, they received a NYSESLAT decision of expanding. The 2015 NYSESLAT also revealed listening to be area of need in Grades 1, 3, and 4.

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

Our most recent Quality Review indicated that, in the area of assessment, school leaders and faculty consistently use student data to inform curricula and instructional revisions. Cohesive assessment systems and tools aligned to curriculum that reveal patterns and trends across grades and subjects. However, school level, grade and class decisions made to meet the needs of all learners, do not include opportunities for student analysis of their own work along the continuum and expectations of the Common Core Learning Standards.

Informed by Capacity Framework Element, “Strong Family and Community Ties,” and current demographic data, academic data, and our most recent Quality Review, there is a need to develop more refined written language function and structure scaffolds to encourage all students, especially ELLs and Students with Disabilities, to move toward the production of standard-bearing written pieces around academic content. This needs assessment informed the development of the annual goal listed below.

### 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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children, we will increase the number of opportunities for parent engagement so that by June 2016 there will be a 5% increase in parent participation, as measured by parent engagement attendance rosters maintained by the school.

**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>• <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>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Instructional Actions/Strategies/Activities</p> <p>Teachers will collaborate to develop and present parent workshops on various academic, social, and emotionally relevant topics.</p> <p>Guidance and (SAPIS) Substance Abuse Prevention Intervention Specialist will develop and present workshops to support parent involvement in education.</p> <p>Multicultural Celebration</p> <p>Reading and Writing Celebrations</p> <p>Drama and music performances</p> <p>Individual parent meetings</p> <p>Parent-teacher conferences</p> <p>Monthly PTA meetings and PTA events</p> <p>Parent meetings with Parent Coordinator</p> <p>Coffee and Conversations with Principal</p>	<p>All parents and children</p>	<p>September 2015 through June 2016</p>	<p>School leadership, all teachers, Parent Coordinator, guidance and SAPIS staff</p>
<p>Professional Development</p> <p>Teachers collaborate to research ideas for workshops and to implement them.</p>	<p>School leadership, all teachers</p>	<p>September 2015 through June 2016</p>	<p>School leadership, teachers, guidance and SAPIS staff, Parent Coordinator, PTA</p>

<p>Additional Programming</p> <p>School leadership, Parent Coordinator, and translators collaborate to disseminate information to parents in various languages to encourage increased participation in events.</p>	<p>All parents</p>	<p>September 2015 through June 2016</p>	<p>School leaders, Parent Coordinator</p>
<p>Teacher-Parent-Student Bonding Opportunities</p> <p>Monthly invitation to Coffee and Conversations with school leadership is extended to parents.</p> <p>Invitations to morning and afternoon Parent Workshops are distributed to educate parents about initiatives and instructional strategies for helping students. Parenting topics are covered as well.</p> <p>Workshop opportunities and PTA events invite parent-child interaction.</p> <p>School leaders, PTA, fifth-grade teachers, guidance and SAPIS staff, cluster specialists and technology/data specialist collaborate to coordinate annual award ceremony and luncheon, to which parents of graduating students are invited.</p> <p>Drama, dance, music, and strings specialists collaborate to facilitate student performances, to which students' families are invited.</p>	<p>All parents</p>	<p>September 2015 through June 2016</p>	<p>School leadership, Parent Coordinao, teachers, guidance and SAPIS staff, technology specialists</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>Specialist collaboration time for performances</p> <p>Translation services</p> <p>Budget for Coffee and Conversation refreshments</p> <p>Aides' support for photocopying workshop-related documents</p> <p>PTA members and volunteer teaching staff for events occurring after school hours</p> <p>PTA budget for PTA-sponsored events</p> <p>Budget for Multicultural Day Celebration decorations</p> <p>Voluntary food submissions for Multicultural Day Celebration</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	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	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.

By January 2016 there will be a 2% increase in parent participation, as measured by parent engagement attendance rosters maintained by the school.

**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>	<p>Grade 3-5 NYS ELA to identify students who are performing below grade level</p> <p>Review of Grade 3-5 NYS ELA item analysis</p> <p>In all grade we track monthly students reading levels</p> <p>In writing, we review pre and post assessments for every unit of study to track students and identify those who are showing no movement or performing below grade level standards.</p> <p>Analysis and samples of students' written work</p> <p>Progress using standard aligned rubrics</p>	<p>( 67 students)</p> <p>Shared reading/writing, interactive writing , specific reading /writing strategies, Scholastic Guided Reading program, double-dose Foundations (K-3), Technology- Starfall, Imagine Learning, Brain Pop, Reading Eggs, World Book On-Line, Reading Intervention, Thinking Maps, Discussion prompts,</p> <p>Early Bird and After School programs, word work, Thinking Maps,</p> <p>Prompts for talking, Providing sufficient wait time/processing time,</p> <p>Previewing vocabulary</p>	<p>Small Group (2-6), one-to one</p>	<p>During school day (All grades)</p> <p>Before / After school (Grades 3-5)</p>
<b>Mathematics</b>	<p>In testing grades, we review NYS Math Assessment and item analysis</p>	<p>( 11 students)</p> <p>Charts offering simplified language and picture support, reinforcing important</p>	<p>Small Group (2-6), One-to One</p>	<p>During school day(All grades)</p> <p>Before / After school</p>

	<p>Use item analysis of end of chapter assessments to identify student's strengths and weaknesses</p> <p>Analysis and samples of student work, including written tasks/math reflections</p>	<p>content vocabulary, repeated reading of direction and questions, math games, Think Central, GO Math Reteach, Engageny.com,</p> <p>Thinking Maps, providing sufficient wait time/processing time, bilingual glossaries</p>		(Grades 3-5)
<b>Science</b>	<p>NYS 4<sup>th</sup> Grade Science Test</p> <p>Teacher's observations</p> <p>Student works and exit slips</p>	<p>(4 students)</p> <p>Read Alouds, Brain Pop, Thinking Maps, Picture support for vocabulary and charts, Repeated readings, Videos, World Book On-Line, providing sufficient wait time/processing time, bilingual glossaries</p>	<p>Small Group(2-6), One-to One</p>	<p>During school day(All grades)</p> <p>Before / After school within Literacy</p> <p>(Grades 3-5)</p>
<b>Social Studies</b>	<p>Analysis of classroom performance on social studies related tasks</p>	<p>( 15 students)</p> <p>Thinking Maps, repeated readings, charts offering simplified language and picture support, reinforcing important content vocabulary, Brain Pop, World Book On-Line, pictures to build background knowledge, manipulatives and hand-on activities, providing sufficient wait time/processing time</p>	<p>Small Group (2-6), One-to One</p>	<p>During school day(All grades)</p> <p>Before / After school within Literacy</p> <p>(Grades 3-5)</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>After several parent meetings and (RTI) Response to Intervention intervention, teacher</p>	<p>( 75 students)</p> <p>Discussion/games/ scenarios about following school</p>	<p>Small Group (2-6), One-to One</p>	<p>During school day(All grades)</p>

	<p>completes (AIS) Academic Intervention Services form and the need for at-risk services is determined by the AIS teams at a scheduled meeting.</p> <p>Identification of students in crisis, such as, death, divorce, alcoholism, and incarceration</p> <p>Review of attendance to identify students with lateness/absence issues</p>	<p>rules, dealing with family issues, getting along with peers, appropriate self-expression, self-esteem, compliment corner, positive time-out options during recess, lunch and breakfast, early arrival support group, attendance intervention support groups</p>		<p>Before school/Early Arrivals(All grades)</p>
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## 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>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</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.
<p>Recruitment: All teaching candidates must submit a resume outlining their education and experience to inform administration of abilities/talent/experience. When possible tentative candidates plan and deliver a lesson, observed by administration. If candidate has worked in other schools(student teacher, substitute, excessed, change), the principal personally calls the school to inquire about previous assignments and quality teaching.</p> <p>Retention: Teachers are invited to participate in the decision making of school related protocols, curriculum, etc. verbal and written commendations and thank you's; allocating time to collaborate on quality planning and analyzing student growth; on-going professional development to ensure all teachers are highly qualified; small class size</p> <p>Assignments: All staff assignments align to their licensed area of expertise and identified areas of strengths, interests, and preference.</p> <p>Support of High Quality PD: TC in-house staff developer/lab sites and Calendar Days for teachers and administrators; Grade and Monday Meetings- informing teachers in CCSS instructional shifts, Universal Design for Learning, and Webb's Depth of Knowledge, The Capacity Framework, aligning curriculum to CCSS, Go Math, Planned Vertical and Horizontal Curriculum and Specialty Team Meetings, Queens North Borough Field Support Center support - special education CCLS, ESL, Math, RTI, data analysis, Teacher Effectiveness, Quality Review: inter-visitations to observe colleagues- scheduled by administration and by individuals.</p>

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

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

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

Planned Vertical and Horizontal Curriculum and Specialty Team Meetings

Queens North Borough Field Support Center specialists support- special education CCLS,ESL, Math, RTI, data analysis, Teacher Effectiveness, Quality Review

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

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

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

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

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

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

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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 that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	384,226.00		X
Title II, Part A	Federal	87,361.00		X
Title III, Part A	Federal	44,840.00		X
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,734,094.00		X

#### <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)**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school

surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

PS22Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - 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>Thomas Jefferson</u>	DBN: <u>25Q022</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

3. Students in the program will be invited to see a Broadway show, Aladdin, accompanied by teachers (including ESL teachers and the drama teacher), and a supervisor. the tickets, the per session for the teachers and supervisor, and the bus will be paid for with Title III funds. Students will prepare for this

### Part B: Direct Instruction Supplemental Program Information

trip by learning about the history of Broadway and NYC, as well as about the fairy tale of Aladdin. They will be responsible to prepare a written and oral exit project based on their experience. The pre and post lessons will be prepared by ESL teachers, taught in both the AM and PM programs, and will align with Common Core, ELA and ESL standards in listening, speaking, reading and writing.

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ To educate parents on the varied educational opportunities afforded ESL children at PS 22, parents will be invited to participate in a workshop to understand what students will be learning, and the strategies being used to help English Language Learners understand, speak,

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
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>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<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>25</b>	Borough <b>Queens</b>	School Number <b>22</b>
School Name <b>Thomas Jefferson</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>Jennifer Meyer</b>	Assistant Principal <b>Katherine Tessoni</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Adrienne Ricciardi</b>	School Counselor <b>Dan Levine</b>
Teacher/Subject Area <b>Ellaina Despotoulis, ENL</b>	Parent <b>Laura Kavourias</b>
Teacher/Subject Area <b>Erin Wall, Special Ed.</b>	Parent Coordinator <b>Lilliana Coltelli</b>
Related-Service Provider <b>Lauren Daniel, Speech</b>	Borough Field Support Center Staff Member
Superintendent <b>Danielle DiMango</b>	Other (Name and Title) <b>Mary lemma, Pupil Acct. Secy.</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>8</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>5</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>1</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>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>818</b>	Total number of ELLs	<b>467</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	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 checked="" 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 <input type="checkbox"/>
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### 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>	467	<b>Newcomers</b> (ELLs receiving service 0-3 years)	454	<b>ELL Students with Disabilities</b>	59
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	13	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	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>	454	0	51	13	0	8	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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	17	33	28	20	19	15								0
Chinese	59	51	65	47	27	35								0
Russian	0	1	1	0	0	0								0
Bengali	1	0	0	3	1	0								0
Urdu	3	0	2	0	0	0								0
Arabic	1	3	0	0	1	0								0
Haitian	0	1	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	5	8	2	2	1	2								0
Punjabi	1	2	1	0	1	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	1	0	0	0	0								0
Other	3	2	1	0	1	0								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)	35	16	7	6	13	10								0
<b>Emerging</b> (Low Intermediate)	12	12	12	6	4	0								0
<b>Transitioning</b> (High Intermediate)	24	16	10	11	9	4								0
<b>Expanding</b> (Advanced)	19	41	37	42	16	19								0
<b>Commanding</b> (Proficient)	23	16	17	11	8	11								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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	7								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	23	16	18	17	12	11								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	22	3	0	0
4	10	18	5	0	0
5	14	10	4	0	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	7	5	15	3	12	1	3	3	0
4	1	2	7	5	8	5	3	7	0
5	2	2	4	9	4	10	4	3	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	0	1	0	2	8	11	15	7	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:**

- 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.  
 Early literacy skills of ELLs are assessed using NYSITELL, Spanish LAB, TCWRP, Stages of Language Acquisition, performance tasks and teacher observations. The data provides information that informs how these students may be lacking or have strengths in many areas such as vocabulary, concepts of print and letter and sound recognition. It can also help us identify SIFE students. In addition, the data helps inform decisions about placement of students. Program and software decisions are also based on this data. Professional development for both classroom and ENL teachers is geared towards needs identified by these assessments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Analysis of 2015 NYSITELL and NYSESLAT data shows 467 English Language Learners, including 86 students whose level is Commanding. In kindergarten, there are a total of 113 ELLs, with 35 students at the Entering level. In grades 1 through 5, the majority of students are at the Expanding level (41 - 1<sup>st</sup> grade, 37 - 2<sup>nd</sup> grade, 42 - 3<sup>rd</sup> grade, 16 - 4<sup>th</sup> grade and 19 - 5<sup>th</sup> grade.) The greatest number of English Language Learners remains in the lower grades, Kindergarten through 1<sup>st</sup> .
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 ENL teachers analyze, in detail, the results of the NYSESLAT using ATS reports and results of yearly AMAOs, looking closely at student achievement in each modality, as well as on ELA and State Math and Science. Overall, PS22 met and surpassed AMAO2 (achieving proficiency) for 2015. AMAO1 results, at this time, are not available in the tool. However, we can use what is available to differentiate instruction as well as to share with classroom teachers in order to form strategy groups and choose methodology and materials. This research and analysis has school wide implications for instruction for all students. Analysis of the RLAT, assisted by the NYSED NYSESLAT 2015 Scale Score Ranges for Determining English Language Proficiency showed varied results. Current 1<sup>st</sup> grade students who took the 2015 NYSESLAT scored lower on speaking and listening despite their proficiency levels. Entering students in this grade level scored the lowest of all students across all modalities. Entering students in grade 2 had trouble overall with all the modalities, but more with speaking and writing. Transitioning and expanding students in this grade had more trouble with listening and reading. Grade 3 had overwhelmingly more students test at the expanding level than any other. In Grade 4, many

expanding students met the cutoff scores for commanding yet received a decision of expanding. After analysis, this was because their total scale score fell below the range for commanding. Most of their scores in all modalities fell just above the cutoffs. Further analysis showed that in many cases entering students received many 0s in speaking and writing, the productive modalities. Overall, Grade 4 seems to have the lowest scores in listening and speaking. In 5<sup>th</sup> grade, 6 students scored commanding scale scores in all modalities but again, scored expanding overall. Out of the 17 expanding students, 9 did not reach proficiency in only one modality (mostly speaking). All entering students are low across all modalities.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - 4a. Examination of ELLs scores in math (NYS Math Spring 2015) shows most students scoring Level 2 or Level 3, including 33 students who were offered the exam in the native language version. 28 students scored Level 1, 60 students scored Level 2, 57 students scored Level 3 and 36 students scored Level 4. Of the 28 students who scored Level 1, 4 are ELLs and SWDs and 7 were students with one year or less in an English speaking school system. Examination of scores on NYS Grade 4 Science for Limited English Proficient showed results as follows: 1 at Level 1, 2 at Level 2, 20 at Level 3 and 23 at Level 4. The student who scored at Level 1 was a newcomer and scored Level 1 although she took the test in her native language. The other ELLs who took the test in their native language (administered by a pedagogue who speaks that language) scored predominantly on Levels 3 and 4.
    - 4b-c. PS22 did not administer the ELL Periodics in 2014 and has opted not to do so again in 2015.
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](#).] The first step in acquiring data about an ELL is to study the student's HLIS form to uncover factors that could influence the English language learning process. Other sources of data are the NYSITELL, Spanish LAB and TCWRP Running Records. Students who are not showing sufficient progress in necessary skills and competencies receive more differentiated instruction based on identification of the specific skills that are lacking. Strategies to help build ELLs' language development might include: building background knowledge, close reading, interactive read-alouds, visual supports, scaffolding complex texts, sentence/discussion prompts, storytelling with wordless books, role playing, intensive vocabulary instruction, interactive and shared writing, and reading and spelling instruction based on phonemic awareness, phonics and sight words. Targeted lower grade students receive double-dose Foundations.
6. How do you make sure that a student's new language development is considered in instructional decisions? Collaboration and co-planning between the classroom teacher and the ENL teacher, during monthly congruence meeting and common preps, ensure that the second language development of each child is considered in instructional decisions. Lessons are scaffolded accordingly and small group instruction is planned to accommodate levels of second language acquisition.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

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

## Part IV: ELL Identification Process

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

1. 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. Student registration that takes place once school has begun in September is organized by the Pupil Accounting Secretary, Mary lemma. She is often assisted by school aides, the Parent Coordinator, Lillana Coltelli, parent volunteers, school aides and paraprofessionals who speak various languages. A pedagogue trained in the administration of the HLIS and the parent and student interviews (usually one of the ENL teachers) assists with each registration to expedite the initial identification of possible ELLs and the

need for formal assessment. ENL pedagogues were present for registration that took place in the summer of 2015 which was also handled by Ms. Iemma. Kindergarten registration that occurs in March follows the same procedure, with NYSITELL testing occurring as soon as allowable in June. Since Chinese is PS 22's largest and still growing population, every effort is made to have Chinese-speaking personnel present at registration, as well as Spanish and Korean when necessary. Translation services are used if necessary for other languages. The HLIS is offered to parents at registration in their home language and/or English as requested or deemed necessary. Once home language has been determined by the pedagogue during the interview process, using the correct OTELE codes, admission data is input into ATS by Ms. Iemma. NYSITELL is administered by a certified ENL teacher (Christine Yu, David Benjamin, Esther Wu, Mary Frangias, Adrienne Ricciardi, Ellaina Despotoulis, Aleida Santana, Jylin Chin) within 5 days of the student's entry into the school as the first formal evaluation. If indicated, the Spanish LAB is then administered (Adrienne Ricciardi, certified Bilingual CB Spanish, Aleida Santana, ENL, native Spanish speaker.) All tests are scanned immediately to receive information for class placement and differentiated instruction. Entitlement and non-entitlement letters are sent to parents within 5 days. Parents of students who are transfers from within NYC do not fill out a new HLIS; exam history (HIST) is looked at on ATS immediately to determine eligibility for ENL services and to evaluate available test scores. Transfers from within NYS may have a NYSESLAT score; an ENL teacher will call the sending school to enquire. Schools in other states are also contacted to see if there is a parallel test score that entitles a transfer student to ENL services, though NYS procedures will still take place. Since registration is ongoing at PS 22, the secretary calls down an ENL teacher to assist at every registration.

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).

Within 30 days of enrollment, possible SIFE students in grades 3-5 are identified by information from the HLIS, information from the parent and student interviews at registration and student records from previous schools. After administering the NYSITELL and SLAB if needed, and speaking to classroom teachers to get their observations, the SIFE questionnaire is given to potential SIFE students in their native language and the LENS to Spanish speaking students to positively identify their status. SIFE status is entered into ATS.

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).

An LPT (Language Proficiency Team) has been formed for ELLs with disabilities to determine if these students have language acquisition needs. The team consists at the minimum of: Katherine Tesson (assistant principal), Adrienne Ricciardi (ENL teacher/coordinator), Erin Wall (Special Ed teacher/liaison) and the parent/guardian of the child. The team will determine if the student should be given the NYSITELL or not. If not, the LPT's recommendation is sent to the principal and then the superintendent for review. Parent/guardian is notified within 3 days.

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.

After the ENL teacher administers and scans the NYSITELL and determines the score, the ENL coordinator (Adrienne Ricciardi) sends home the appropriate entitlement or non-entitlement letter within 5 school days. Copies are put into the student's cumulative record file and the ENL office files.

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).

Parents are informed about their right to appeal ELL status within 45 days on the Entitlement letter where they are encouraged to contact Adrienne Ricciardi (ENL Coordinator, Spanish-speaking), Esther Wu (Chinese-speaking ENL teacher), or Christine Yu (Korean-speaking ENL teacher.) When contacted, the school will describe the process for the appeal, beginning with the parent writing a letter to the principal requesting the review.

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.

Once a child is determined to be entitled to ENL services, parents are notified with the appropriate letter in the requested home language. For entitled students, the first Parent Orientation Meeting date and time is on the letter. Additionally, Continued Entitlement and Transition letters are sent to parents at the beginning of the school year in the appropriate home language. In 2015, letters were sent in Chinese, English, Spanish, Korean, Urdu, Bengali, Punjabi and Russian. The Parent Coordinator's name (Lilliana Coltelli) is listed in all the appropriate places; Adrienne Ricciardi, Esther Wu and Christine Yu are listed as contacts for questions and for return of program selection letters, along with the school telephone number. All letters are given to classroom teachers for distribution to parents.

The first parent orientation is held at 8:00 AM, the beginning of the school day, within 10 school days. A specific agenda is followed: introductions to personnel, descriptions of the three program models and current research about each, viewing of the Parent Orientation video in various languages (parents are broken up into language groups with teachers who speak their languages), distribution of Parent Surveys, help filling out the surveys, collection of surveys, discussion of program availability at PS22 and other schools (including state mandates for formation of classes) and general questions and answers. The second Parent Orientation is offered on the same day at 2:25 after dismissal. Third and fourth orientations are held the following week, again both before school and after dismissal. Personal outreach to parents by ENL teachers at the start of the day or dismissal is another method of trying to

have surveys completed. School aides and paraprofessionals help with calling parents to come in to complete surveys. Identification, interview of parents and assessment of potential ELLs is an ongoing process that continues throughout the year as new students are registered. Parents are encouraged to contact the school with any questions. Subsequent parent orientations are held periodically as numbers of new admits increase.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

As described in #6, parent outreach is ongoing at PS22. The ENL Coordinator keeps a checklist to record information for both new entrants and continuing ELLs: receipt of completed HLIS, home language and language requested by parents for communication from the school, the different letters disseminated to parents and the date of each, receipt of Parent Survey and Program Selection Form and Continued Entitlement letter, parent choice, placement letters, date of entry of information into ELPC. When the entire process has been completed, copies of all letters are kept in the student's cumulative record folder and the ENL office files.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. After numerous attempts to contact parents to complete the Parent Survey and Program Selection Form, the parent will receive the Default Program Placement Letter notifying them that not selecting a program is equivalent to selecting a bilingual program as per NYS law CR Part 154. These names are culled from the coordinator's checklist. Information is entered into ELPC.
9. Describe how your school ensures that placement parent notification letters are distributed. The same process is used for placement parent notification letters. Letters are prepared in the proper home language, sent home to the parent, with copies kept in the student's cumulative record and in the ENL Office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). As mentioned above, copies of all letters are maintained in both the student's cumulative record file and in the ENL Office files. The original HLIS and Parent Survey and Program Selection Form are also kept in the cumulative record folder, with copies in the ENL 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. All entitled ELLs are annually evaluated using the NYSESLAT. In order to ensure that all students are tested, the RLER is run from ATS for both the NYSITELL and the NYSESLAT. RADP reports are run monthly to ensure that no new admits (either new to the system or transfers) have been overlooked. Pre-slugged answer documents, when they arrive, are double checked against these reports and also against running class lists of entitled students. Blank answer documents are completed for new students who do not have pre-slugged documents. A checklist is made by the ENL Department for each class (ROCL) and each answer document is checked off when given to the teacher and when completed and returned. A checklist for scoring the Writing portion of the NYSESLAT has been created; a school label with student information is affixed to each checklist and to each writing test. The test answer documents are checked by several pairs of eyes before submission to the Test Scanning Center.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The same process as described above for dissemination of all letters is used. After checking NYSESLAT results, continued entitlement and transitional support parent notification letters are distributed in the requested home languages. Originals (with parent signature) of the continued entitlement letter are kept in the student's cumulative record file, with a copy in the ENL Office. Copies of the transitional support letter are kept in the cumulative record file and in the ENL Office.
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).

2013-2014 Gr. K-5	Transitional Bilingual	Dual Language	Freestanding ESL
Data as of 1/17/13			
Chinese	12	6	26
Korean	0	2	0
Spanish	2	4	15
Other	0	1	3

2014-2015 Gr. K-5	Transitional Bilingual	Dual Language	Freestanding ESL
Data as of 6/15			
Chinese	46	32	50
Korean	0	1	4
Spanish	20	11	39
Other	4	1	10

2015-2016 Gr. K-5	Transitional Bilingual	Dual Language	Freestanding ESL
Data as of	10/27/15		
Chinese	26	19	26
Korean	1	0	6
Spanish	5	0	13
Other	3	0	4

Data on Transitional Bilingual 2015-16 chart includes default placement

Based on recent data (2013-2015) from the Parent Survey and Program Selection Forms, the choice of parents at PS22 is for a Freestanding ENL Program, which we have in place. Given the extremely limited opportunities for transfer, no parent has exercised a transfer option.

## 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.  
 PS 22 has a Freestanding ENL Program in which all entitled students are served in a collaborative push-in instructional model. In addition, ELLs receive occasional instruction in a pull-out environment in a small group, focusing on beginners and intermediates. To ensure consistency and alignment of instruction and planning, and to assure that the mandated number of instructional minutes are provided as per CR Part 154, there are two or more dedicated ESL classes on each grade, with one ENL teacher assigned to the grade whenever possible. PS 22 has eight full-time, fully certified ENL teachers. All mainstream classes at PS 22 are heterogeneous and travel in a block; most classes with entitled students include students in all proficiency levels (Entering through Commanding), with a few having only Transitioning, Expanding, and Commanding students. Most also have some English speaking students as well. PS 22 runs on a 7-school day, 50 minute period schedule. Across a month, ENL teachers spend a minimum of either 360 or 180 minutes per week in each class delivering explicit ESL instruction. Classroom teachers provide the ELA instruction. Entitled ELLs in ICT and self-contained Special Education classes are fully served as per their IEPs.
  - b. TBE program. *If applicable.*  
 Not applicable
  - c. DL program. *If applicable.*  
 Not applicable
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)?  
 Students are served between 90-360 minutes in a stand-alone and integrated ENL depending on their level of language acquisition. ENL instruction is delivered by a certified ENL teacher. Entering students receive 360 minutes, 180 minutes in stand-alone. Students who are newcomer to the country receive two 50-minute periods of explicit language instruction in a pull-out setting. Emerging students are served 90 minutes in stand-alone ENL (which includes explicit language instruction in a pull-out setting), 180 minutes of integrated instruction, which includes reading, writing and word study, and 90 minutes in integrated ENL in other content areas including math, science and social studies. Transitioning students are served 90 minutes in integrated ENL and 90 minutes in stand-alone or integrated ENL with ELA or any other content areas. The Advanced students are served 180 minutes in integrated ENL/ELA or another content area. Commanding students are served 90 minutes of integrated ENL/ELA or any other content area.

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.

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

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

In an effort to evaluate ELLs' abilities in their native language, we talk to parents and students at registration, use the HLIS to look at prior education (including any documentation brought from the native country), administer the Spanish LAB and informally evaluate wherever possible.

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

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

c-d. Developing and Long-Term ELLs receive the mandated ENL instructional time for their proficiency level on the NYSESLAT. Small group differentiated instruction is provided by both the classroom and the ENL teacher during the school day and in Title III programs. Based on formal and informal assessments such as NYSESLAT, performance tasks, and teacher-made assessments, students in these categories will receive specific strategy lessons in listening, speaking, reading and/or writing. To help meet the performance standards in listening, students listen to books on tape or computer based listening websites, play listening games and take part in additional read aloud and explicit listening strategy lessons. Small group and individual instruction for speaking skills include choral reading, Readers Theater, dialogues, repetition drills and formal and informal conversations with teachers and peers. Students who need help meeting performance standards in reading may be involved in

commercial programs such as Imagine Learning, Starfall, Fundations, Words Their Way, and Scholastic Guided Reading. These students, who often have fluency but lack academic language, receive focused strategy lessons in academic vocabulary and usage. Additional personnel such as the AIS/ELA intervention teacher(Jillian LaManno) help to further differentiate instruction for these students. ENL teachers might also confer with Special Education teachers, speech teachers or members of the SBST to collaborate on ideas for helping these students. Ongoing testing with Running Records checks their reading progress frequently and helps to drive instruction. Pre-teaching of content area vocabulary also aids in content area comprehension for these students. To help students meet performance standards in writing, students might also (in addition to the strategies listed above) receive explicit instruction in writing development, organization, language use and mechanics. e. Former ELLs receive testing accommodations for 2 years following their testing Proficient/Commanding on the NYSESLAT. In year 1, those students are usually placed in a general education ENL classroom where an ENL teacher will be pushing in for 360 or 180 minutes per week, affording them the same co-teaching scaffolds as the current ELLs. Transitional students take part in Extended Day programs and other before and after school academic programs offered at PS 22. ESL and classroom teachers are aware of who these students are and pay specific attention to their language acquisition skills as well as their academic skills and place them strategically in small groups to reinforce and teach.

7. 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.  
In the case of reidentification, PS 22 would ensure that the students' academic progress has not been adversely effected by reviewing the results of school-based assessment of the students' abilities in listening, speaking, reading, and writing in English. The principal will provide additional support services to the student if needed. The principal will also confer with the qualified personnel to determine whether to change the ELL status or not.
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?  
Students With Disabilities and ELL-SWDs at PS 22 are served by the same intervention programs as non-ELLs. For all subjects, students are served with differentiated instruction provided by classroom teachers, ENL teachers and support staff, using programs such as Fundations and Scholastic Guided Reading. All classrooms have leveled libraries to meet the needs of all students. There are At Risk and SETTS programs. Go Math is used at PS 22; the Spanish version is used, as well as the Differentiation Handbook to individualize lessons for ELLs. Go Math also has many interventions on many different levels, including RTI lessons. Math manipulatives help to make math content comprehensible at all levels. Bilingual glossaries (science, social studies, math) are available in many languages and are distributed for classroom and home use. Bilingual dictionaries are available in all classrooms.
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?  
Scheduling is arranged so that ENL and other services such as OT or speech do not overlap. ENL teachers are aware of SWD's IEP goals and work towards meeting those as well as towards English proficiency goals. ENL programs are arranged so that the ENL teacher is present in all subject areas during the required ENL minutes. There are 2 self-contained special education classes at PS 22; ENL students in those classes are served by the same standards as students in general education or ICT classes. The Title III before and after school programs are offered to ELLs and ELL-SWDs. Classroom and ENL teachers meet for planning and analysis of student work to ensure that students are progressing and to differentiate instruction according to the students' needs.

Chart

**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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

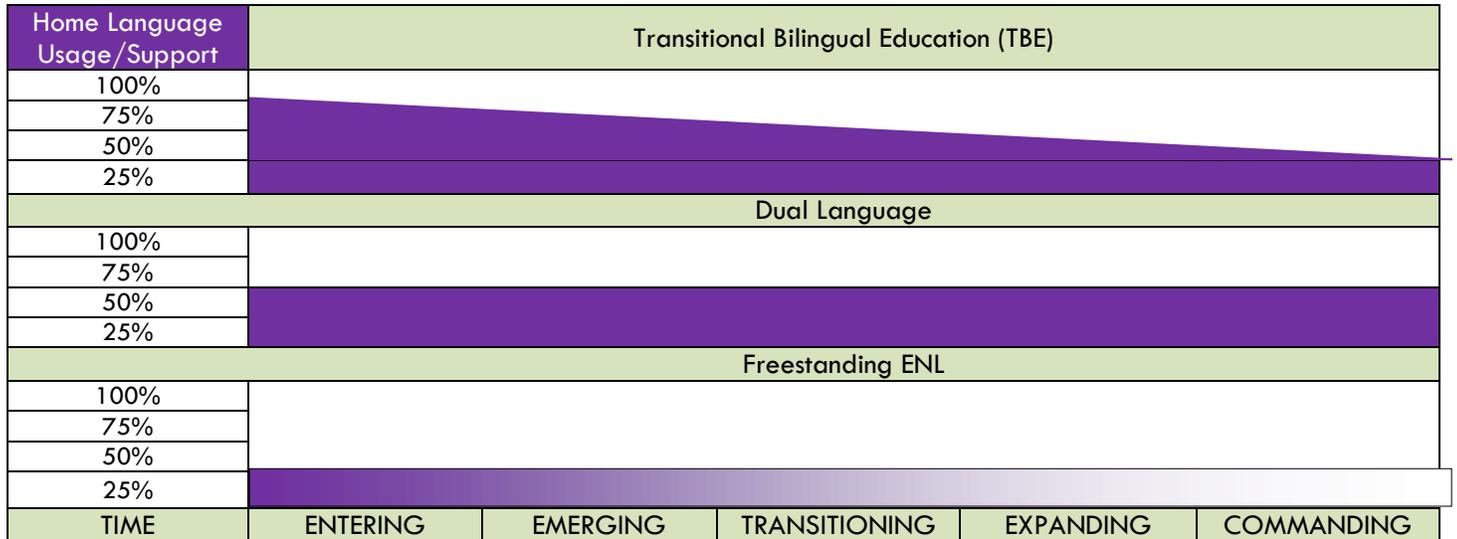


\*Note “other approved services” does not apply to New York City at this time.

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.  
See #6, 8, 9
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
As evidenced by our strong scores on the ELA, NYS Math & Science tests and by our past AMAOs for NYSESLAT, our current program of Freestanding ENL with a mostly push-in model is effective in meeting the needs of our ELLs in both content and language development. The number of 4-6 year ELLs was 14 on the 2013 LAP and is now 13. Overall, we have more ELLs than in 2013, mostly Newcomers (0-3 years) and mostly in Grades K-1. (467 in 2015, 286 in 2013) There are a number of factors which might account for this large increase: Changes in the NYSESLAT which align it more to Common Core, changes in the rubrics each year, changes in NYSITELL and when we can administer the test (June of the year before they enter kindergarten). Another factor is that we now include Commanding students. According to 2015 ELL Data on AMAO, only a small number of ELLs have been held over, or are at-risk level 3 or greater. AMAO1 are not yet available and will be examined upon release.
12. What new programs or improvements will be considered for the upcoming school year?  
PS 22 is engaged in new programs including Imagine Learning (computer based English language tool for ELLs), a new STEM program for upper grades and LightSail (ipad based reading and assessment program). PS 22 has plans to implement and expand Career Day and Multi Cultural Day. Teachers are working on and delivering new and creative workshops in order to meet the needs of our parents and students. In addition, family nights will be added to the school calendar, including pasta night and other engaging evenings. Another new school event for ELLs is the Saturday at the Broadway Theater, along with a Title III Saturday music and art program. The drama teacher has planned several assembly events for all grades in order to improve student engagement and foster a sense of community.
13. What programs/services for ELLs will be discontinued and why?  
PS 22 currently has no plans to discontinue any programs/services for ELLs.
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 given the same opportunities as all other students to participate in after school and supplemental services whether the programs are universal or based on need. Parents receive notification and brochures in various home languages. Such programs include chorus, newspaper club, art club, student government, science enrichment, drama, and Title III ENL.
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.  
PS 22 uses a balanced literacy program; books on all levels are available for all classrooms. Native language books in fiction and non-fiction are available as well for both the independent reading period and to support content area. All classes use the Understanding By Design program for social studies and the NYC Full Year Trade Book Program, which help to make the content more comprehensible for ELLs. Go Math is used throughout the school, enriched with manipulatives and many differentiation models. The Foss Program is used for science in all grades; there are two science laboratories where all students can learn through hands-on activities, usually accompanied to science class by their ENL teachers. All classes receive hands-on instruction in the technology lab, as well as use computers and laptops in the classrooms. All classrooms, including ENL and Special Education rooms, have SmartBoards which are used for hands-on internet-based instruction and as a visual aid during instruction. ENL teachers bring other resources such as realia, posters, picture cards and alternate texts to the classroom to help enrich language and make the content more comprehensible.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In the Freestanding ESL push-in model. native language support is provided through books (bilingual dictionaries, glossaries, dual language and native language literature.) Students are placed in partnerships and triads for instruction, collaboration and discussion, often with one or more proficient peers who speak the same language. PS 22 is a culturally diverse school and literature and lessons reflect our sensitivity to the backgrounds of our many ELLs and their families. Several ENL teachers are also bilingual and offer support to students and parents. There are some SWD/ELL with language paraprofessionals.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All programs, placements and instruction at PS 22 are age and grade appropriate, providing standard bearing grade level instruction. Information gleaned from entrance interviews and the HLIS form help to inform these decisions.
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).  
The Parent Coordinator advertises public library programs, community connections and other various resources available for families. She is always available to parents who need help. Many kindergarten students are tested in June affording them an early introduction to PS 22. ENL teachers pay special attention to newly enrolled students, often taking them on a tour of the school and

introducing them to peers who speak their language. Newly enrolled students at any time of the year are met in the main office by an ENL teacher to help with the registration process.

19. What language electives are offered to ELLs?

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

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)?

**Not applicable**

## 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.)

Since the percentage of native English speakers at PS 22 is so small, all teachers and staff at PS 22 are considered teachers of ELLs, whether classroom teachers, cluster teachers or ENL teachers. Therefore, many of the professional development planned focuses on the needs of the ELLs. Turnkey workshops within the school are scheduled in order to share information during Monday afternoon professional development. Teachers who attend meetings and conferences outside the building turnkey to the staff on the following Monday afternoon of the attended workshop. PS 22 is a Project School for 2015-2016. TCRWP staff developers have created lab sites and discussion groups by interest and/or grade within the school which all classroom and ESL teachers attend. All teachers have access to online support and resources through TCRWP, Go Math, and various webinars. PS 22 has a variety of vertical teams such as ELA, Core Inquiry, RTI and math. These teams work to ensure that Common Core Learning Standards are being addressed, and how best to address them within our curriculum. Various inquiry teams were developed dealing with the special needs of the students in the school. The professional book clubs meet to have open book discussions. Many books focus on topics surrounding ELLs.
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?

Professional development is provided through various means, much of it focused on Common Core Learning Standards and how to support ELLs as they engage in Common Core. Outside of the school, the Office of English Language Learners and other DOE offices offer many opportunities for study which teachers take advantage of. Similarly, the Teachers College Reading Writing Project offers workshops which many teachers attend. TCRWP staff developers make sure to address the ELLs during all meetings when planning for reading and writing. ELL Compliance and Performance Specialists support ENL teachers and administration by ensuring that mandates are met and that ELLs and their parents are receiving all services to which they are entitled. The Queens North Borough Field Support Center offer ENL workshops and are available to teachers to answer any ELL related questions and issues. Many ENL teachers have visited the Field Support Center for various workshops and meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Classroom teachers of ELLs receive extra time to work on records that will be sent to the receiving middle school. The guidance counselor often serves as the middleman between the two schools. The local middle school offers a program during the school day that helps familiarize the students with the new school. Students and their parents are encouraged to participate in programs offered by the middle schools to acquaint them with each school and help them make their choices about which school to attend.
4. 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.

Administration has a Professional Learning Plan in place for Monday's Professional Development. ENL teachers provide training and workshops for their grade, as well as for the whole school. Teachers are sent to TCRWP calendar and study groups focusing on ELL related topics. The majority of the professional development attended by ENL teachers specifically addresses the need of ELLs and ELA instruction.

### 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?

As per the new CR Part 154, each ENL teacher is responsible to hold an annual meeting with each parent or guardian. Each teacher will be responsible to schedule his own meetings, as well as keeping his own record of these meetings. Interpretation and translation will be provided as needed through the use of the phone translation service or with the help of bilingual staff members. Meetings will be held in person or by phone.

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.

PS 22 has a PTA which holds monthly meetings and activities. Various family activity nights (PJ & A Book, Pasta Night, Bingo, choral and instrumental concerts, dance performances) are held throughout the year and are very popular as evidenced by the high attendance. Other parent meetings are held throughout the year on topics such as writing, understanding state assessments or disciplining your child. At the beginning of the school year, Meet the Teacher night are well attended, while Parent Teacher Conferences in November and March customarily have large turnouts. Tuesday afternoons has been set aside for parent involvement ; teachers meet with parents, call parents, and hold workshops for parents and children. For all events, there are sign in sheets. Classroom and ENL teachers keep their own records of individual meeting with parents, which may take place in person or by phone.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. As stated above, PS 22 has a PTA which holds monthly meetings and activities. Students who have been chosen as "Student of the Month," are presented with certificates at these meetings. Various family activity nights and afternoons (Family Science & Math, PJ & A Book, School Carnival, Bingo, choral and instrumental concerts, dance performances) are held throughout the year. There is a multicultural event that takes place throughout the day ending with parents joining in a celebration at the end of the school day. Other parent meetings are held throughout the year on topics such as writing, understanding state assessments or disciplining your child. Parents are invited to accompany class trips. The PS 22 ENL Department has created an ENL Report Card which is sent home along with the classroom teacher's report card so parents can be made aware of their child's progress in language acquisition as well as in content area. All report cards are translated into Chinese, Korean and Spanish, the three dominant languages at PS 22. Many teachers have their own websites; many teachers offer email access to parents. PS 22 has a school website with links to other sites of interest and assistance to parents. There are also links to all the online subscriptions that PS 22 holds, including WorldBook Online, which is available in different languages and translations and has sections for both adults and children. There is a large curriculum calendar by grade posted in the main hallway; this calendar is also sent home monthly to parents. Parents are welcome to visit the school at any time.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Best Academy provides a much-needed afterschool at PS 22 as a (paid) service to working parents. The Guidance Department and the Parent Coordinator are links for parents to many needed services outside the school. The Flushing YMCA also provides an afterschool program in grades 1-5. This is a free program and students were chosen by lottery. The YMCA staff joins and assists during Family Nights. The PS 22 website has timely and vital information for parents.
5. How do you evaluate the needs of the parents?

From time to time, parents are surveyed on a variety of issues. Lilliana Coltelli, our Parent Coordinator, is always available, as are the administration and guidance counselor, and parents are aware they can contact the school at any time regarding any issue. Translation is provided whenever possible. Monthly coffee and conversation with the Principal allows parents to express their concern and needs. Translation is provided whenever possible.

6. How do your parental involvement activities address the needs of the parents? The first concern of a parent is the education of his child. PS 22 offers activities which involve parents and children learning and playing together. We also offer activities to help parents learn how the school functions, become knowledgeable about the curriculum and the new Common Core Learning Standards and how they can help their children at home, whether or not they speak English. Teachers provide differentiated workshops based on parents and student needs. We encourage parents to participate by keeping them abreast of what is happening at PS 22.

#### **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.

School Name: **PS 22Q Thomas Jefferson**

School DBN: **25Q022**

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)
Jennifer Meyer	Principal		10/27/15
Katherine Tesson	Assistant Principal		10/27/15
Lilliana Coltelli	Parent Coordinator		10/27/15
Adrienne Ricciardi	ENL/Bilingual Teacher		10/27/15
Laura Kavourias	Parent		10/27/15
Ellaina Despotoulis	Teacher/Subject Area		10/27/15
Lauren Daniel	Teacher/Subject Area		10/27/15
	Coach		
	Coach		
Dan Levine	School Counselor		10/27/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Mary lemma	Other <u>Pupil Acct. Secy.</u>		10/27/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **25Q22** School Name: **Thomas Jefferson**  
Superintendent: **D.**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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

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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.

As per Chancellor's Regulation A-663, schools must determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school. The UPPG and RHLA reports in ATS helps us to identify oral and written translation needs of parents; Part III (Parent Information) of the home language surveys which asks parents for their preferred languages for both oral and written communication; face to face conversations with parents, information provided by parent on emergency blue cards, in house survey, previous knowledge of prior parents/families.

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

PS 22 consists of approximately 83% non-English speaking parents. As per RHLA report:  
Albanian 2; Chinese 364 (Cantonese 5, Mandarin 163, Other 196); Arabic 5; Bengali 5;  
Dari/Farsi/Persian 4; English 143; Greek 1; Gujarati 1; Haitian Creole 1; Hindi 4; Indonesian 3; Japanese 2; Korean 38; Moldavian 1; Nepali 2; Pashto 2; Tagalog 2; Punjabi 9; Russian 3; Serbo-Croatian 1; Spanish 239; Tamil 2; Tibetan 1; Ukrainian 1; Urdu 10, Vietnamese 2

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

\*School aides have a checklist posted to ensure parent notices go home in the appropriate languages, including lunch forms and Chancellor's Regulations.

\*All classroom teachers are informed of family language through in house blue/yellow cards that move with a child every year to the new teacher, or if a new admit by secretary or ENL teacher  
\* As per LES parents prefer being informed of events through notices sent home, but in addition we use Global Connect-a phone message system which allows us to leave phone messages in parent's home language

## 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.)

\*All DOE provided letters are printed and distributed in native language  
\*In September parents receive copy of Bill of Parent Rights and Responsibilities in home language  
\*In November and March, Parent teacher conference letters are distributed in native language  
\*In October and January, progress reports are sent home in English and native language  
\*In October, school's after-school and early-bird invites are sent home in native language  
\*In November, March and June report cards are sent home in English and native language

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.

\*In September and June, Meet the Teacher  
\*In November and March, Parent-Teacher Conferences  
\*Every Tuesday there are parent workshops and individual meetings  
\* Monthly PTA/Family Night are attended by parents, children, and teachers  
\*Culminating event of the Multicultural Day include parents at the end of the School in the Spring  
\*ENL teachers schedule one-on-one meetings with parents throughout the year

## 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.

\*\*All DOE provided letters are printed and distributed in native language  
\*Majority of school parent letter are translated by in-house staff or parent volunteers  
\*Chinese Outreach Family Aide helps with translations  
\*On occasion a translation stamp is used  
\*Translation money is used to purchase copy paper for parent notices in translated languages  
\*Translated signs notifying parents of availability of interpretation services is posted in main lobby of school in most prominent languages- English, Chinese, Spanish  
\*Safety plan has procedure to ensure parents in need of language access service are not prevented from reaching administrative office

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.

\*Translation Unit phone number is posted in main office at desk with staff phone and with Pupil Accounting Secretary  
\*Over-the-Phone for daily parent conversations  
\*Staff and parent volunteers provide interpretations for daily phone conversations and face to face meetings  
\*Parents may choose to rely on an adult friend/companion or relative for language and interpretation services during any formal and informal meeting  
\*School messenger notifies parents through phone messages in their home languages  
\*Translation devices (headphones) are used during PTA meeting

#### **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.)

Administration makes sure that staff is aware of all translations service during faculty meetings at the beginning and throughout the school year.  
Parent Coordinator assists in making sure interpretation is available for teachers during school events.

#### **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

\*\*All DOE provided letters including registration forms are printed and distributed in native language  
\*Majority of school parent letter are translated by in-house staff or parent volunteers  
\*Chinese Outreach Family Aide helps with translations  
\*On occasion a translation stamp is used  
\*Translation money is used to purchase copy paper for parent notices in translated languages  
\*Translated signs notifying parents of availability of interpretation services is posted in main lobby of school in most prominent languages- English, Chinese, Spanish  
\*Safety plan has procedure to ensure parents in need of language access service are not prevented from reaching administrative office

**Part F: Monitoring and Quality Control**

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

\*Parent Surveys  
\*Monthly Coffee and Conversation with Principal  
\*Parent Coordinator surveys parents  
\*Parents receive the "Preferred Language Form" in their home language, in addition to the HLIS form  
\*All methods of translation are used to ensure parents receive opportunity to participate in and have access to programs and services critical to their child's education