

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R022

School Name:

P.S. 022 GRANITEVILLE

Principal:

MELISSA LAMB DONATH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 31R022
Grades Served: PK, 0K, 01,02, 03, 04, 05, SE
School Address: 1860 Forest Avenue, Staten Island, NY 10303
Phone Number: 718-442-2219 Fax: 718-815-3104
School Contact Person: Melissa Lamb-Donath Email Address: Mdonath@schools.nyc.gov
Principal: Melissa Lamb-Donath
UFT Chapter Leader: Stacy Souffrin
Parents' Association President: Debbie Giordano
SLT Chairperson: Brian Landano
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Janel Rudder
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Staten Island, 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

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)
Melissa Donath	*Principal or Designee	
Stacy Souffrin	*UFT Chapter Leader or Designee	
Debbie Giordano	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Janel Rudder	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	
Andrea Tsiamanes	Member/ UFT	
Nikkie Onwuka	Member/ UFT	
Alma Rodriguez	Member/ UFT	
Sandy Dinger	Member/UFT	
Nancy Caruana	Member/ UFT	
Janel Rudder	Member/PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Johanna Bibbins	Member/PTA	
Deidre Williams	Member/ PTA	
Denise Aviles	Member/ PTA	
Karina Ruiz	Member/ PTA	
Anita Wise	Member/ PTA	

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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

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

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

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

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

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

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

Our ELL Program serves 142 students daily. For the 2015-2016 school-year we will have 4 Dual Language classes servicing students in Kindergarten, First, Fourth and Fifth grade. In addition, we will also have a Bilingual First grade special education class 12:1:1. Over the past year due to our diligent instruction and school-home partnerships, 16 of our students have passed the NYSESLAT and are now able to gain command of the English language. To aid parents with this, PS 22 offers ESL classes to assist them in becoming fluent in the language. For the 2015-2016 school year we will be alerting Partners Program School with an instructional focus around ELL /Dual Language.

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

PS 22 has made some strong gains over the past year. One gain based on our Math state test scores show that our students performance levels increased by 9%. Another gain we have made is that our Special Education students demonstrated a 3% increase to levels 3 and 4 in math. Our ELL students have demonstrated an 8% increase in their math state exam scores. Our NYS ELA scores showed 4% increase overall in students performing in levels 3 and 4. SWD

students showed a 3% gain and ELL students showed a 2% gain. This data along with data from our school quality guide data demonstrates that we are exceeding targets of student progress as well as meeting targets of student achievement.

Our instructional focus for the 2015-2016 school year will be centered around designing coherent instruction and analyzing data from Advance, classroom assessments, lesson plans, unit plans, conference notes, and checks for understanding will be the documents for teachers to use to plan differentiated instruction for the children in their classes. Utilizing the core collaborative framework, teachers will be able to refine curriculum with a focus on learning intentions, success criteria, descriptive feedback and student self- assessment. Teachers will formulate and work in professional learning communities to look at student work and make thoughtful decisions about strategies to implement in their planning. Along with this, we will continue to refine and align our curriculum to the Common Core Learning Standards.

Our school has been recognized for the past year, earning gold star status as a No Place for Hate School, as recognized by the Anti-Defamation League. We have also been recognized by the NYC DOE for our best practices around our P.B.I.S program. We will continue to address school climate and decrease occurrence reports throughout these best practices.

31R022 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1068	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		77.4%	% Attendance Rate	91.6%
% Free Lunch		78.7%	% Reduced Lunch	7.7%
% Limited English Proficient		11.8%	% Students with Disabilities	22.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	25.0%
% Hispanic or Latino		54.8%	% Asian or Native Hawaiian/Pacific Islander	7.4%
% White		10.7%	% Multi-Racial	1.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		7.3	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	10.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		20.6%	Mathematics Performance at levels 3 & 4	30.1%
Science Performance at levels 3 & 4 (4th Grade)		79.0%	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			Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		NO	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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		NO	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	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	N/A
Economically Disadvantaged		NO		
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 data from TCRWP which analyzes running records for each student 5 x a year, data showed that students performing at levels 3 and 2 (46%) made no significant gains over the year. Progress was noted along reading levels but not over performance levels. Student test scores on the NYS Common Core 2014 ELA indicated that students at or above grade level was 21%. This was a 4% increase from the previous year.

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

Based on our most recent Quality Review from the 2014-2015 school-year, our school received a “Proficient” rating in Quality Review indicator 1.2. The report suggested that we focus on analyzing our extensions for learning as they were not consistent across all classrooms. In an effort to increase rigor for all of our learners it was also suggested to consider the multiple entry points for student learning and continue to plan for differentiated tasks that promote higher order thinking.

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

Part 2 – Annual Goal

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

By June 2016, there will be a 4% increase in the number of students performing at or above grade level in ELA based on NY State Assessments as evidenced by the NYC Snapshot Report and TCRWP data.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will guide instruction through the use of Teachers College Reading and Writing Curriculum with the guidance and support of School Administration</p>	<p>Students</p>	<p>September 2015- June 2016</p>	<p>All Instructional Staff</p>
<p>Teachers will administer baseline assessments (running records, math assessments, predictive) in October and January to monitor progress of all of our students.</p>	<p>Students</p>	<p>October/January March/June 2016</p>	<p>Classroom Teachers</p>
<p>Teachers will implement Response to Intervention Strategies (Tier 2) for all students who require additional supports from the core curriculum. These programs will include: Foundations, Wilson, Orton Gillingham, Linda Mood Bell to address student’s skills in reading and writing</p>	<p>Students in the bottom 1/3</p>	<p>November 2015 – June 2016</p>	<p>RTI Team/Classroom Teachers</p>
<p>Teachers will conference with all students to monitor progress and set specific learning goals for each student. Teachers will utilize Universal Design for Learning strategies and planning to accomplish these goals.</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>For staff developers; Teachers College Reading and Writing Units of Study Books; Instructional Lead Teachers; 40 day substitute teachers for inter-visitation for instructional learning.</p>											
<p>Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

TCRWP- September, November, January, March, June

ADVANCE teacher data- November, January, March, May Domain 1a and 1e

Parents' surveys and exit slips from Professional Development.

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 OORS data for the 2014-2015 school year, there was an increase in level 1-3 occurrences and a decrease in level 3-4 occurrences.

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

PBIS program surveys that were taken by staff members within the school measure benchmarks of quality for the program. Survey data from the 2014-2015 school year highlight that we are developing in involving faculty, staff and students are in the development and delivery of behavioral curriculum. This identifies a need to continue with open communication and dialogue in planning positive behavioral outcomes and strategies for our students.

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

Part 2 – Annual Goal

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.

By June 2016, there will be a decrease in Level 2 and 3 infractions by 5% as evidenced by the OORS reporting system.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Utilization of 3 full time guidance counselors to support student social/emotional needs.</p>	<p>Mandated IEP students, at-risk students TBD</p>	<p>September-2015-June 2016</p>	<p>Guidance Counselors</p>
<p>With the ongoing support of the Administration, the school will continue to implement our PBIS program for student discipline.</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>All Staff</p>
<p>Implementation by classroom teachers of PBIS cool lessons throughout the school year to target specific areas of school where occurrences happen.</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>All Staff</p>
<p>Implementation and review of School Discipline plan.</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Administration, Staff</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>3 guidance counselors, 1 Conflict Resolution teacher, 1 Parent Coordinator, Cool Lessons for PBIS and School Discipline Code, Peer Mediators, Staff for Parent Engagement Nights, Food, Certificates.</p>											
<p>Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, the number of level 2 and 3 infractions reported in OORS will be lower than the number of incidents reported at the same time last year. This will be monitored by reviewing the OORS data on a monthly basis. By February, 2016, through the use of a PS 22 school wide survey, the school community will report that order and discipline have been improved upon.</p>

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 the most recent Quality Review, an area of focus was on Quality Review indicator 1.2 to develop teacher pedagogy from a coherent set of beliefs regarding how students learn best that is informed by the instructional shifts and the Danielson Framework for teaching. Using this as our instructional focus, teachers will engage in structured professional collaboration, capacity building and leadership development strategies. Informed by the Capacity Framework Element-The professional development sessions will provide the opportunity for staff to self-assess their instruction to enhance rigor. Teachers will work together to look at current data, identify strengths and weaknesses among the grade and also identify trends. This will allow for the staff to refine the strategies used within the classroom which will provide scaffolding and multiple entry points for all learners thereby increasing student learning outcomes. This needs assessment informed the annual goal listed below.

Part 2 – Annual Goal

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

By June 2016, there will be a 3% progressive increase in the ELA reading levels of all students as evidenced by our MOSL data and NYS ELA scores.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administration will attend bi-monthly meetings with staff developers of TC, following the reading and writing workshop models using pre, mid and post assessments to increase student learning outcomes.</p>	<p>Administration, ELA Teachers</p>	<p>September 2015-June 2016</p>	<p>Grade Level/Administration/Staff Developers/ELA Teachers</p>
<p>TCICP – Teachers will attend TCICP meetings with a focus on planning UDL strategies as entry points for student learning. Staff will utilize data to enhance instructional planning to increase student learning outcomes.</p>	<p>Teachers of SWD</p>	<p>September 2015 – June 2016</p>	<p>Staff Developer/Administration/SWD Teachers</p>
<p>Lead Teachers – Strategies to build leadership opportunities and build capacity within the school will include the utilization of lead teachers. These two teachers will demonstrate and model lessons, provide additional professional development to staff, and lead teacher inquiry teams. This will focus on instructional practices and interpreting assessment data.</p>	<p>Classroom Teachers</p>	<p>September 2015 – June 2016</p>	<p>Lead Teachers/Administration TC ICP Maryann</p>
<p>Teacher Teams will be aligned vertically and horizontally to ensure cohesive design of curriculum alignment. Additionally teacher teams will identify learning goals to include ELL and SWD students.</p>	<p>Classroom Teachers</p>	<p>November 2015 – June 2016</p>	<p>Instructional Staff/Administration</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Classroom teachers, administrators, staff developers. Danielson framework, protocols, Substitute teachers, professional development materials.</p>											
<p>Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By January 2016, all students will complete the ELA benchmark assessments in reading (running records) which will be used to monitor progress of student achievement and formulate next steps for professional learning for February-June 2016 .

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.

Our most recent Quality Review for the 2014-2015 school year indicated that an area of focus was around teacher pedagogy. In an effort to support a cohesive set of beliefs about how students learn, teachers will be offered Professional Development opportunities specifically designed to plan instruction that reflects important concepts in the discipline. Teacher learning will further be supported by utilizing professional learning communities that link prior learning to instructional outcomes.

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

Part 2 – Annual Goal

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

By June 2016, school leaders will provide, plan, and arrange for professional development opportunities for teachers to develop cohesive, collaborative, and relevant instructional practices in the area of designing coherent curriculum as as evidenced by Advance data and the Learning Environment Survey .

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Learning Partners Program will utilize Inter visitation with PS 16 and PS 19 around ELL and Dual Language work to share and explore best practices and create action plans for program enhancement of the Dual Language Program.</p>	<p>Select teachers for Inter-visitiation</p>	<p>September 2015-June 2016</p>	<p>Lead Teachers and Administration, LPP</p>
<p>Formation of Teachers Teams in Professional Learning Communities that are differentiated to the learning needs of the staff and teacher practice in the building.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>All Staff, Administration, Teacher Teams</p>
<p>Designing horizontal and vertical teams to align instruction across grades and develop units that support progressions of learning across the grades.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>All Staff, Administration</p>
<p>Utilizing the School Leadership team to support instructional goals and initiatives for the school community</p>	<p>School Leadership Team</p>	<p>September 2015-June 2016</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Administrative team, protocols for looking at student work, School Leadership Team, Advance Data, Observations, Substitute Teachers for Professional Learning Days and Walk through visits.</p>											
<p>Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, teachers will complete a survey to assess satisfaction/relevance of attended professional development sessions. Additionally, parents will complete interest inventories to plan for workshops and complete surveys at the conclusion of a workshop to ensure parental needs and expectations are being met.</p>

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.

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

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

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

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

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

Part 2 – Annual Goal

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.

To continue to improve family-community ties, by June 2016, the administration, school staff and parent coordinator will strategically develop parent-teacher outreach opportunities, events and school-community partnerships so that there will be a 5% increase in parent and community participation of said events as evidenced by parent attendance sheets.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parents and families will be given invitations to monthly PTA meetings with special events hosted based on family interest.</p>	<p>Parents/Families of PS 22</p>	<p>September 2015-June 2016</p>	<p>Administration, PTA, Dual Language, Parent Coordinator, Buddy System, T. Tuesdays</p>
<p>Parents and families will be invited to 2 Open School Nights and 2 Parent Engagement Nights during the year.</p>	<p>Parents/Families of PS 22</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, PTA, Virtual Y, Administration</p>
<p>Interest Inventory to parents at beginning of school year to determine interest in specific topics to hold workshops</p>	<p>Parents/Families of PS 22</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>Back to school night to inform parents of Instructional Focus and Common Core Learning Standards.</p>	<p>Parents/Families of PS 22</p>	<p>September 2014</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Administration, Teachers, Parent Coordinator, PTA Board Members, newsletters, parent workshops, food and refreshments, materials and books, outreach materials, translation services, website, phone system</p>										
<p>Part 4b. 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		Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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By February 2016, attendance rosters for parent workshops and events will have increased by 3%.

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.

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

Section 7: Title I Program Information

Directions:

- 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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

We will host 1 full day pre-kindergarten class for the 2015-2016 school year. They are an integral part of our school building. The pre-k teacher and paraprofessional attend workshops both in and out of the building. Our pre-kindergarten curriculum is aligned to the Common Core Learning Standards and pre-kindergarten staff are offered opportunities to plan with kindergarten teachers to understand the skills kindergarten students need for entry. During the month of June, pre-kindergarten families are invited to meet with kindergarten staff and PS 22 administration and support staff to attend a workshop on how to prepare for kindergarten. Materials and books are provided to parents and students. This is also an opportunity to introduce different program choices offered at PS 22.

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	652,763.00	X	p.12,15,18,20,23
Title II, Part A	Federal	216,465.00	X	
Title III, Part A	Federal	15,840.00		p. 12, 15,20,23
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,324,118.00	X	p. 12,15,18,20,23

¹Explanation/Background:

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

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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>Graniteville</u>	DBN: <u>31R022</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>48</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>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</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 will provide ELL students in grades 3, 4, and 5 with supplemental instruction in our Title III after-school program. These students will be receiving additional support in developing or otherwise enhancing their listening, speaking, reading and writing skills through lessons aligned to common core learning standards. They will be engaged in activities that are designed to increase their critical thinking as well as language acquisition in English. The subgroups of students to be serviced are our Newcomers in grades 3, 4, and 5, as well as our students who have been unable to progress from either the beginner, intermediate, or advanced proficiency levels based on NYSESLAT Scores for the past 2 to 3 years in grades 3, 4 and 5. The sessions will take place 2 days a week, on Wednesdays and Thursdays, from 2:45 pm-4:45 pm. This program will be offered for a duration of 21 sessions from January 2015 to March 2015. The students will be instructed by four licensed ESL teachers. One of the administrators of PS 22 will supervise the Title III program. It has not yet been determined if another program will be running at that time. If an additional program is running during the Title III After School Program, there will be no costs associated to the Title III After School Supplemental Program.

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

Part C: Professional Development

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

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

Begin description here: An important focus at PS 22 is the professional development of our staff. We take advantage of the ESL workshops offered by our Network, Teachers College and the Office of English Language Learners pertaining to the New Common Core Standards. Staff is encouraged to attend these offerings as appropriate to their teaching position. ELL, as well as Common Branch

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____

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.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 31	Borough Staten Island	School Number 022
School Name The Graniteville Elementary School		

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 Melissa Donath	Assistant Principal Ms. Maria Simpson
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Griselda D'Vicente	School Counselor type here
Teacher/Subject Area M. Auslander/ Dual Language	Parent Alina Muniz
Teacher/Subject Area type here	Parent Coordinator Mrs. Kim Bonaventura
Related-Service Provider L. Rosales, Bil. Speech	Borough Field Support Center Staff Member Enrico Domingo
Superintendent	Other (Name and Title) C. Passarelli, ENL teacher

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	1046	Total number of ELLs	152	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education		1												0
Dual Language	2	1			1	1								0
Total	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					
All ELLs	152	Newcomers (ELLs receiving service 0-3 years)	146	ELL Students with Disabilities	23
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (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	
TBE	11	0	8	0	0	0	0	0	0	0
DL	0	0	0	3	0	0	0	0	0	0
ENL	0	0	20	2	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 17

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 <u>X</u>	0	7	4											0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	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 <u>X</u>	18	25	14	18					8	20	5	18							0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	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
TOTAL	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): <u>50</u>	Number of students who speak three or more languages: <u>0</u>
--	--

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	07	4	21	18	5	3								0
Chinese	0	0	1	1	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	3	3	1	1	1	0								0
Arabic	5	3	3	1	1	1								0
Haitian	0	0	0	1	1	1								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	2	0	1	3	0								0
TOTAL	0													

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 NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	13	3	5	2	2	1								0
Emerging (Low Intermediate)	5	3	7	1	4	1								0
Transitioning (High Intermediate)	11	9	4	4	4	0								0
Expanding (Advanced)	8	21	11	15	9	8								0
Commanding (Proficient)	0	3	4	5	4	5								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 NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSES LAT 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	0								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	0	0	3	1	5	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	2	0	0	0
4	6	3	0	0	0
5	6	1	0	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	0	2	4	0	0	0	0	0	0
4	2	0	6	0	1	0	0	0	0
5	3	5	3	0	0	0	0	0	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
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 Exams				
	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)	0	0	4	4	0	5	3	1
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 our ELLs are assessed with the Teachers College Reading and Writing Project(TCRWP) Assessment tool. This tool assesses the independent functional reading level of a student. Mrs. Passarelli, Mrs. D'Vicente, Mrs. Y. Calderon, the Kindergarten Dual Language Teacher, Mrs. Ruiz-Willis, the First Grade Dual Language teacher and Mrs. Ortiz, Bilingual Special Education teacher, and the general education classroom teachers of students of ELLs, review this data to determine each student reading levels and skills. This assessment informs the teachers how well a student reads with fluency, accuracy, and comprehension. Based on the data results of this assessment, we have found that the majority of our ELL population has literacy skills that are two or more levels behind their English Proficient Peers. Our school's instructional plan is then modified by this data. It informs us how to provide more supplemental activities for our ELL's to increase their literacy skills. It also informs all teachers if any other intervention strategies are needed for specific students, (ie SETTS, or After Schools for ELLs.) Our Dual Language Classrooms and Bilingual Self Contained teachers also use ESTRELLITA and Fountas and Pinnel Spanish Leveled Assessment to assess the reading levels of our Spanish ELLs in their native language. Through these assessments we have found that many of our ELL students in Kindergarten end up acquiring both English and Spanish literacy simultaneously. As they move up in grades, their native language literacy skills increase alongside their English Literacy skills, usually surpassing their English abilities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - After analyzing our data from the NYSITELL, we noticed that most of our students scored at a beginning and intermediate levels. Only five of all Ells tested, scored advanced. Our NYSITELL data patterns show that our newly admitted ELL students come in with stronger skills in listening and speaking than they do in reading and writing. According to the NYSESLAT data, students are more proficient in the listening/speaking modality over the reading/writing modality. Therefore, teachers will focus on the deficient areas. Teachers form groups according to students' proficiencies and skills. Guided reading, shared reading and shared writing, using Teachers College Reading and Writing Approach. In addition, ESL teachers group students and provide small group instruction using modeling, scaffolding and text representation to further assist with reading comprehension and writing mechanics

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

Our school reached the goal for AMAQ 1 which indicated that the majority of our students moved proficiency levels. However, our school missed the AMAQ 2 by -0.15% compared to the target for the school year. PS 22 ENL teachers use the AMAQ report data and the warning system to track factors that have been shown to lead to risk of lower academic achievement. The data yielded is used to focus on the academic achievement of specific subgroups of students and to design effective instructional lessons and/or interventions. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels. The tool supports key stakeholders within school communities (superintendents, clusters, networks, school leaders, teachers, etc.) as they work to identify the instructional and programmatic differences between specific subgroups.

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?

a. Our ELL students continue to show strength in listening and speaking skills and weakness in reading and writing. They have a higher command of English structure and language receptively vs. expressively. This is true for our ELLs across all proficiency and Our ELL students need more time with authentic texts and more scaffolded tasks to support their growth in both reading and writing.

b. Our classroom and ENL teachers use the data from the ELL Periodic Assessments in grades 3-5 to plan and differentiate instruction. Based on the results, teachers use mini lessons to reinforce the subject matter and skills that the students have weaknesses in. The ESL Teachers take the results of the ELL Periodic assessments and meet with the classroom teachers of these students. Together they discuss what the results indicate and focus on planning instruction that will support ELLs in the literacy skill they are struggling the most with. The ELL students who receive ESL services have access to translated state content exams in their native language. On Mondays, all staff meet as a grade to conduct inquiry work on all students in grades K through 5. Teachers are separated into teacher teams for both literacy and math, and are grouped by grade level. The ENL teachers attend these meetings and support all staff involved with ELLs to provide instructional strategies and supports that can be used to teach ELLs in all academic areas. Our School Leadership Team, looks at the results of the ELL Periodic Assessment and data from the AMAQ report and use the information provided to drive instruction more aligned to our ELL Population needs.

c. Periodic Assessments provide our schools with up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child. Its results predict students' performance on New York State Tests so that teachers are able to assist every student in meeting or exceeding State Learning Standards. Periodic Assessments measure student learning within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond.

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](#).]

Our teachers evaluate student comprehension levels using Teachers College Reading Record Assessments, Periodical Assessments, conference notes, teacher made assessments/checklist, and New York State ELA and Math scores to determine the need of the Response to Intervention Framework for our students. Mrs. DVicente and Mrs. Passarelli our ENL teachers, establish a process for determining which students should receive Tier 1, 2 or 3. Our teachers further evaluate the levels of language acquisitions through the NYSESLAT scores and years in the United States school system of the students to provide evidence for language needs versus learning disabilities. Students are grouped in different Tier groups of instruction. Our teachers provide differentiated and explicit instructions using scaffolding, while providing opportunities to apply skills and strategies in reading and writing as well as phonemic awareness and other foundational skills. Teachers monitor students progress in a period of six to eight weeks, re-evaluate and adapt again explicit instruction support as needed. Specific programmatic interventions used may include but not be limited to: Foundations Phonics program, small group instruction with targeted areas of focus, and guided reading groups.

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

Our Bilingual teacher uses Targets of Measurement Bilingual Progression when planning for new language instruction. As students acquire more English the amount of time for Native language instruction is reduced. Our teachers ensure that students feel confident in using their native language skills while acquiring the English language. Students are encouraged to use their native language strength and skills during a lesson to help them transition into English. Our classroom teachers provide scaffolding strategies, a library with different books in students native languages, dictionaries and glossaries. Some students are paired with student of the same language to assist in classroom tasks.

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?

A. Our school provides our Dual Language Teachers, M. Auslander, E. Ruiz-Willis, Ms. Calderon and Mrs. A. Lopez with the Sistema de Evaluacion de la Lectura by Fountas and Pinnell to measure the acquisition of the Spanish language. B. The majority of students in the Dual Language Progrma are in the Intermediate Fluency language stage. A third of the studens are at the advanced fluency stage. C. Our third grade Dual Language class will take State and city tests in the spring of 2015.

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

Our teachers determine the success of our ELL programs by the movement in scores of our ELL students on the Teachers College Assessments, ELL Periodic Assessment, NYSITELL, NYSESLAT scores , NYS ELA, NYS Math tests scores, informal classroom assessments, conference notes and observations. In addition, teachers examine the data in the AMAO report which shows our ELLs progression from proficiency levels. This year our school met the Annual Measurable Achievent Objectives 1 that is to say, many of our school showed progress on their proficiency levels.

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.

All parents of our newly admitted students are required to complete a Home Language Survey. This survey identifies the students who may have limited English language proficiency. Christine Passarelli and Griselda DVicente, both ESL Licensed pedagogues, are present to conduct informal interviews of parents and children as the HLIS is being completed at registration. The ENL teachers, assist parents and complete the HLIS together. Translation service is provided when needed. In the event that an ENL licensed teacher is not available to conduct the interview for the HLIS, an administrator or other trained licensed pedagogue is called upon for the interview. Once the English Language Learners are identified, they are administered the NYSITELL exam within ten days of enrollment by the certified ENL teachers, Christine Passarelli and Griselda DVicente as per CR Part 154. The NYSITELL and LAB-R-Spanish results determine whether students are entitled to bilingual or ENL programs and services. Students who speak Spanish at home and score at or below the proficiency level on the NYSITELL are administered the Spanish LAB to determine language dominance. The students are identified through the HLIS and Interview, tested and then placed in a parent chosen program within the first ten days of enrollment. Parents are also notified of placement options through a Parent Orientation and then provided with a formal explanation of which program their child is participating in within the first ten days of enrollment. Schools send letters of students placement to parent.

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).

Students with Interrupted/inconsistent Former Education (SIFE) undergoes the same ELL identification process. The ENL teacher or administrator interviews parents and child about previous schooling. If the teacher identifies the child as having missed more than two years of schooling, the child is administered the oral interview questionnaire. Based on the result the teacher administer the LENS- The LENS is a tool to be used with the SIFE Oral Interview Questionnaire to determine if a new arrival ELL is SIFE. LENS will help teachers determine what intervention the child will requiere. For students who speak other languages, the teacher administer the LENS- literacy Evaluation for Newcomers in their native language. The initial SIFE status is indicated in the DOE's data collection system no later than 30 days from initial enrollment. As per CR part 154, schools have up to one year to make a final determination of SIFE status.

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).

To determinine eligibilty for students entering school with IEPs will be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of Ms. Simpson- Assistant Principal, Mrs. DVicente- ENL Teacher/Bilingual Certified, Mrs. Passarelli- ENL Teacher, Ms. Rosales- Bilingual Speech Therapist, and the student's parents or guardians. A qualified interpreter or translator of the language or mode of communication the parent or guardians best understand will be present at each meeting of the LPT. The LPT will determine whether the student should take the NYSITELL. The LPT will consider evidence of the students English development, student reading assessment, review of the Home Language Identification Survey and the parent/child interview in his or her home language. The Home language is determinded based on a combination of the interviews with parent and student, along with responses to the questions on the HLIS. Should the parent need translation services, over the phone interpretation service are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance in their native language. Furthermore, the

LPT will analyse the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language. In the event that the LPT determines that the student may have English Language acquisition needs, the student must take the NYSITELL. On the other hand, if the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to Mrs. M. Donath-Principal for review. Mrs. Donath will send the recommendation to the superintendent for a final decision. Parents will be notified of this decision within three school days in the parent or guardian's preferred language. The final decision is made by the superintendent within twenty school 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.

Mrs. DVicente and Mrs. Passarelli, our ENL Teachers, ensure that entitlement, non-entitlement and placement letters are distributed to parents within five school days after the NYSITELL is scanned and score is determined. Parents are notified in their preferred language via students' backpack. A copy of each letter sent home is kept in the ENL binder in school for a period of five years.

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).

In the event that a student need to be re-identified for Ell status, either by teacher request or parent request, the school will start a re-identification process. This process must be completed within ten school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within twenty school calendar days. Parents will be notified in their preferred language stating that they have the right to appeal the determination within forty five days. Our school keep all notifications and relevant documents in the student's cumulative folder, and copies are kept in the ENL binder.

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.

Within ten days of enrollment, the ENL teachers,Christine Passarelli and Griselda DVicente, along with the parent coordinator and administration, hold on going ELL Parent Orientations. These Orientations provide information to the parents so they are able to choose the best suited programs for their child. We hold this orientation during the week, in the morning, and in the afternoon to accommodate all our parents in our school. We provide both oral and written translations for those parents who require it. The ENL teachers show a Dept. of Ed. DVD describing different programs offered in New York city schools. Teachers distribute the parent selection forms in different languages, after that, parents are asked to fill out the forms and leave them in our school. Parents are informed that in the event they do not return the form back their child will be placed in a bilingual program. For the parents that are not able to attend any of our meetings, parent selection forms are sent home via backpack with specific dates to be sent back. Various brochures containing more detailed information, in their native languages are sent home. During the orientation parents are encouraged to ask any questions they might have, all concerns are clarified in their native language. Parent Survey forms are distributed, teachers offer assistance if needed.

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

As per CR Part154.2, our ENL teachers ensure all parent surveys form are returned back and kept in ENL binder. After a few parents orientations are offered Teachers outreach parents via phone calls and second notice, in the event a form is not returned, the child is placed in a bilingual program if available, otherwise the child will be placed in ENL.

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

Our school reaches out to parents to ensure Parent Sureveys and Program Selection forms are returned in a timely manner. Mrs. Passarelli and Mrs. DVicente keep a list of all letters sent home along with a copy on file. The ENL teachers keep a tally of how many parents selected each program from the ELPC report. The ELPC is updated as soon as we receive parents program selection forms.

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

After administering the NYSITELL and receiving the Parent Survey Program selection form ENL students are placed in their parents choice program, if available. After that, placement letters are sent home in their preferred language. Copies are kept in school in the ESL binder.

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

Our ENL teachers maintain all files in a cabinet in the ESL classroom where they keep all ELL documentations i.e, HLIS, non-entitlement, entitlement and placement letters sent to parents.The original HLIS is kept in each student's cummulative record.

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.

To ensure that all ELLs receive the NYSESLAT annually, Mrs. Passarelli and Mrs. DVicente print the RLER report. The ENL Teachers also check weekly for any transfer students who may be entitled for the NYSESLAT and ELL services in the RLAT report. To ensure that all ELLs are administered all four components of the NYSESLAT exam in the Spring, the ENL teachers, Christine Passarelli and Griselda

DVicente make a list of all students eligible to take the exam. We send letters home to parents informing them when the exam will be administered to their child/children. If a student is absent for one or more components of the NYSESLAT when we had planned to administer it to them, we call home to check that everything is OK with the student and also encourage the parents to send the child back to school as soon as possible so that they may complete all four components of the NYSESLAT during the administration period.

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

After reviewing the Parent Surveys and Selection forms for the past few years, we have found that the trend in program choice is the Freestanding English as a Second Language, which allows the child to remain in a general education setting, with mandated allotment for ESL instruction as dictated by the NYSCR Part 154. As our school expands on its Dual Language Program, the second Parent choice is the Dual Language program. Our school will open up a first grade Dual Language Spanish class which will be able to accommodate students who were put on waiting list for Dual Language last year. We previously had DL in first grade but were not able to continue due to lack of parent choice, however, we were able to create this expansion this year due to a recent increase in parent choice. We currently have DL Spanish classes on Kindergarten, first, fourth and fifth grades. In the event that parents ask for a regular Bilingual Program we direct them to a local school that can accommodate their needs. This year we were able to align with our parent requests. Our school offers a Bilingual Special Education first/second grade class which accommodates bilingual students with special needs. If we have fifteen or more students that are proficient in one language on two consecutive grades entering our school, we are able to form a Transitional Bilingual Education class. This year we noticed that of the fifty one parents invited to the orientation, thirty parents opted for our Freestanding ESL program, seven parents opted for Bilingual Education and fourteen parents of kindergarten children opted for Dual Language Program. We offer parent orientations throughout the year as new students continue to arrive and require additional support from our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

Currently, PS 22 is servicing 152 ELLs. Grades K - 5 are serviced everyday using the Push in and Pull out models. In the push in model the ENL teacher works with the ELLs during Language arts and or content area instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support. In grades K-5, all mainstream ENL students are placed into one class per grade regardless of language level. This allows the ENL teachers to collaborate more closely with the classroom teacher and provide instructional supports aligned with the curriculum being taught in the classrooms. By following the Push-in model, our ELL students are provided with opportunities to learn alongside their English Speaking Peers and receive instructional support without missing valuable lessons. Some students may be pulled out for additional small group instruction when needed. Entering students receive 360 minutes of ENL services. These students receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Emerging students receive 360 minutes of ENL services. These students receive 90 minutes Standalone ENL and 180 minutes integrated ENL/ELA. Transitioning level students

receive 180 minutes. 90 in integrate ENL/ALA and 90 minutes of integrated ENL with ELA or any other content area. Expanding students receive 180 minutes of integrated ENL/ELA or other content area instruction. The ENL teachers use the Pull-out model mostly to service the entering and emerging students to develop English skills in listening, speaking, reading and writing.

b. TBE

Our school has a Transitional Bilingual Special Education first grade/second grade class. This class was designed so that students develop conceptual skill in their home language as they learn English. At the beginning of the school year instruction was conducted 75% in Spanish and 25% in English. According to research students acquire literacy most effectively in the language most familiar to them. As the year progressed and students were acquiring the English language, instruction is conducted mostly in English. Mrs. Ortiz, our Bilingual Special Education teacher, determines which concepts or subject to teach in which language.

b. TBE program. *If applicable.*

Our school has a Transitional Bilingual Special Education first grade/second grade class. This class was designed so that students develop conceptual skill in their home language as they learn English. At the beginning of the school year instruction was conducted 75% in Spanish and 25% in English. According to research students acquire literacy most effectively in the language most familiar to them. As the year progressed and students were acquiring the English language, instruction is conducted mostly in English. Mrs. Ortiz, our Bilingual Special Education teacher, determines which concepts or subject to teach in which language.

c. DL program. *If applicable.*

Our Dual Language program has expanded from one kindergarten class, to two Kindergarten classes following the side by side model, one first grade, one fourth grade and one fifth grade, following the rollercoaster model. Our Dual language programs have been designed to continue developing students home language as well as English language skills. Instruction in the Dual Language Program is given 50% in English and 50% in Spanish. Our Dual language teachers follow the literacy program Estrellita for the lower grade and Teachers College for the upper grade. The students are learning from the "My Family Then and Now" for Social Studies and the "Foss Kit" for the Science Program. Teachers have materials available in both languages and also rely on the internet for additional resources and information. Math instruction is received through the Go Math Common Core Program. Dual language classes have materials for math in both English and Spanish. In English Language Arts teachers are using The Teacher College program. The Dual Language classes have literacy materials in both languages. The Dual language teachers create charts and graphic organizers in both languages. We use instructional scaffolding techniques in Dr. Aida Walqui's model. "Schema building" builds understanding by helping students weave new information into preexisting structures of meaning. Teachers are also using the Teachers College writing curriculum where small unit skills are taught directly to and modeled for students. In all content areas we promote collaborative learning which encourages peer support, enhances motivation and increases language use. Smartboards visuals and recording are used to help the ELL in the content areas. Computer activities through RAZ-Kids are also used to encourage and provide language usage. The teachers scaffold academic language and complex content to support students' participation. We use stories that are based on students' culture that connect to students' prior experiences.

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 receive ENL minutes according to their English proficiency levels as per NYSELSAT scores.

Entering students receive 360 minutes per week of which 180 minutes are standalone and 180 minutes are in either integrated ENL/ELA and/or ENL and content area. Emerging students receive 360 minutes per week of which 180 minutes is for ENL/ELA and 90 minutes of standalone service. Transitioning and Expanding students receive 180 minutes per week of which 90 minutes is for standalone or integrated for transitioning students and 90 minutes for ENL/ELA or content area for expanding levels. Native Language minutes for DL Spanish is 50% English NL 50%; TBE - NL 75% English 25%.

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

Content Area instruction in the Dual Language Program is given in both English and Spanish. The students are learning from the "My Family Then and Now" for Social Studies and the "Foss Kit" for the Science Programs. Teachers have materials available in both languages and also rely on the internet for additional resources and information. Math instruction is received through the Go Math Common Core Program. Dual language classes have materials for math in both English and Spanish. In English Language Arts teachers are using Teachers College reading and writing workshop models. The Dual Language classes have literacy materials in both languages. The teachers create charts and graphic organizers in both languages. Various ESL strategies

are used to teach ELLs in the content areas. ENL teachers use these ENL strategies in both, Push in and Pull out models. In all content areas, we support the emergent and early development of English literacy skills. We support the ELLs as they develop academic language. ELL teachers are implementing Maryann Cucchiara's Text Complexity approach to assist students in close reading and vocabulary development. In all content areas we promote collaborative learning which encourages peer support, enhances motivation and increases language use. Smartboards visuals and recording are used to help the ELL in the content areas. Computer activities through RAZ-Kids are also used to encourage and provide language usage. The teachers scaffold academic language and complex content to support students' participation. We use stories that are based on students' culture that connect to students' prior experiences.

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

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

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

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

6. How do you differentiate instruction for 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

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

Our school has a large number of newcomers, for those students who are English pre-emergent and emergent; the ESL teachers provide support by using graphic organizers, allow sufficient response time, list instructions/process and review orally. Teachers frequently summarize key points in lessons and repeat important terms during interactive Read Alouds. ESL teachers create opportunities for guided reading and shared reading to further increase reading comprehension and oral language development. The NCLB Act requires that new students who have been in the school system for more than one year need to take the ELA test, the school provides after school program to assist children in test taking strategies as well as reading and writing strategies. Our school has seventeen students who have been receiving services in the 4-6 years range. We continue supporting these ELLs by providing small group differentiated instruction where they have access to visuals, hands-on activities, use graphic organizers and are grouped according to skills and abilities. In addition, the ENL teachers provide small group instruction to further assist them in vocabulary building and language interactions. Our Long Term ELL's receive additional instructional time through the RTI Framework during Extended Day. The ENL teacher provides small group instruction in writing and reading to support the literacy instruction taking place in their classrooms. These long term ELLs have struggled to attain proficiency in the Reading/Writing Strand of the NYSESLAT. Our Long-term ELLs are also Students with Disabilities (SWDs) who also receive additional support from Special Education teachers. Our plan for them is to align ESL instruction with the students' academic goals on their IEPs. The ENL teacher and Special Education teacher meet regularly to discuss our Long Term ELLs progress and to plan appropriate intervention activities throughout the school year. Our former ELLs are placed in the designated ENL classrooms with all the other ELLs so the ENL teacher can provide additional support as needed. They also receive testing accommodations for two years after becoming proficient. As mandated per the new CR part 154; former ELLs are entitled for continued support for an additional 2 years after they achieve a commanding score on

the NYSESLAT exam. The ELL teachers continue to work with these students for a minimum of .5 units per week. The ELL teachers follow the integrated model and continue to work with Former ELLs in content areas and ELA. These students also continue to receive testing modifications such as extended time on State Exams and also the use of a glossary/ dictionary for Content Area exams.

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.

As per new guidelines for the re-identification of ELLs and the appeal process, a parent, student, school or teacher of a student that was originally identified as an ELL or Non-ELL may appeal for a re-identification of the student within 45 school days of enrollment. Once the school receives written notice from one of the previously mentioned people (Parent's request and consent must accompany teachers), the school has 10 school days to complete the new process. The school must review the documents related to the entry or reentry of the student. The students work will be reviewed in English and the native language. The school may only administer the NYSITELL if it was not administered initially and the child is believed to be an ELL. The school will then consult with the parent and conduct a review of a school based assessment i.e.- on demand writing piece and running record to assess and review child's abilities in reading, writing, speaking and listening. CSE will be consulted if needed and then the principal will make the final decision. The parent will be notified of the decision to change the student's status in their preferred language and once written signed notification is received from the parent, the principal will send all documents needed to the superintendent for review and final decision. Within 10 school days of receipt from the superintendent, the principal, parent, guardian, and or student (18 and older) written notification will be received in the preferred language. Students program will be adjusted accordingly if the student's status has been changed. All notifications must be kept in the student's cumulative folder. Academic Progress of students who are re-identified as ELLs or non-ELLs will be ensured by the ELL teacher and the classroom teacher communicating and sharing information on the student such as academic gains and struggles. The trained staff who will be looking at the student work and manage the initial identification process are our ELL teachers- Mrs. Christine Passarelli (Certified in TESOL and Common Branches) and Mrs. Griselda D'Vicente (Certified in TESOL, Common Branches and hold a Spanish Bilingual Extension). Parents/Guardians will be requested to join us at the school for a meeting and a qualified interpreter who speaks the parents preferred language of communication will also be made available if necessary. They will look closely at the student's assessments like running records, reading comprehension questions and math assessments from our current math program. The principal and assistant Principal will also review all information within the 6-12 months of re-identification and then assure that the students program, is adjusted accordingly.

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?

Mrs. D'Vicente and Mrs. Passarelli continue to implement more individualized instructions for our ELL-SWDs. Our goal this year is to provide more ENL instruction in the students classrooms through use of the Push-in model. While they are still pulled out for part of their ELL mandated minutes, whenever possible we deliver instruction in their least restrictive environments. We provide multiple strategies for these students such as Mrs. Maryann Cucchiara's Three L's (Language, Learning and Literacy) text complexity approach to build academic language. This approach provides an instructional repertoire with research proven scaffolds for language and compelling texts for ELLs and SWDs . In addition, teachers use of manipulatives and a heavy reliance on visuals, graphic organizers and guided practice in all content areas. Our ELL-SWDs have access to grade level appropriate materials such as text books in social studies and science. We preview the material and have the students review the academic content and domain specific vocabulary before and during instruction. To help accelerate their English language development, small group instruction is provided with modeled and scaffolded activities.

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?

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

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.

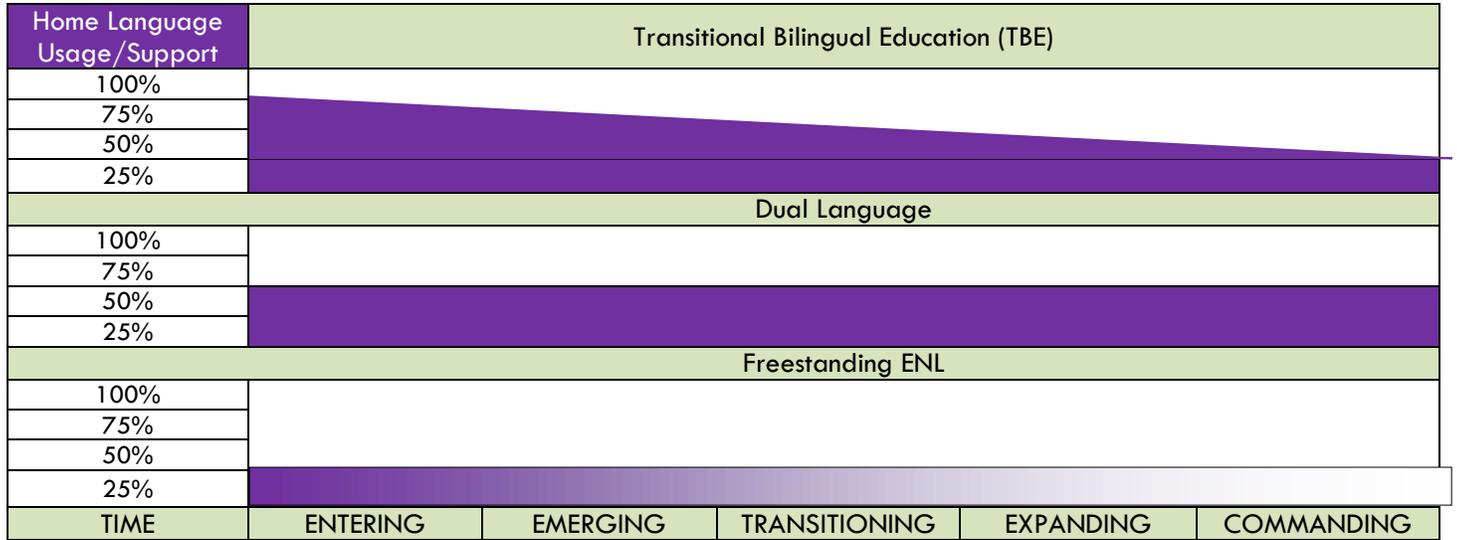


*Note: “other approved services” does not apply to New York City at this time.

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. Teachers offer different types of intervention services for ELLs in the content areas. Some students will receive instruction from our Title III Funding after school program. The school also offers ELA, Math and ELL classes after school in the content areas. During the day the ESL certified teachers focus on the subjects the students are not making progress. Teachers working with students that are newcomers, use the Linda Mood Bell program to help them acquire Sight words and reading strategies in English. Teachers also use realias, TPR, gestures, pictures, intonations and technology to enhance language comprehension. Our students are receiving Literacy instruction through the Teachers College Approach. ESL teachers have been trained in these programs and have worked closely with classroom teachers to push in and support ELLs using strategies such as modeling, scaffolding and prompting to help make content more comprehensible for their English Language Levels. Many of our ELLs in grades three through five who are struggling in ELA and/or Math are receiving At Risk SETSS along with their mandated ESL minutes. The ESL teachers are working with classroom teachers of ELLs to look at the Go Math Program that we use and differentiate instruction according to their needs. Special Education ELLs are provided with small group instruction and also more manipulative/ visuals to make the math more comprehensible. Our ELLs are encouraged to use computer programs such as, Starfall.com, Vocabulary.co.il, ABC Mouse, Raz Kids, along with Foundations. Students are encouraged to join the Chorus or the Art Squad where they can participate in subjects they excel in and at the same time speak English with their peers in a less restricted environment.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Various ESL strategies are used to teach Ells in the content area. Our ESL teachers use these strategies in both, Push in and Pull out models. In our push in model teachers collaborate and plan for the Ells accordingly. During our Pull out model, our ESL teachers follow the same lessons the classroom teachers are following. In all content areas, we support the emergence and early development of English literacy skills. Mrs. Passarelli and Mrs. DVicente and other teaachers with Ells in their classrooms are implementing the Maryann Cucchiara's language complexity approach. In our DL classes, we have seen both ELL and EP students increase literacy and social/ verbal skills in both English and Spanish. Our DL program uses Reading level assessments in both English and Spanish (TC Reading Assessment, Estrellita for the Lower grade students and the Sistema de Evaluacion de la Lectura, respectively). Our DL program is meeting the needs of our ELLs in both content and language development by the students are learning alongside EP peers who are language models for the ELLs. Academic Content is made more comprehensible through Native Language supports such as the teaching of English/ Spanish cognates that increase the vocabulary of all students. We support the ELLs as they develop academic language through the use of visual supports and graphic organziers. In all content area learning, we promote collaborative learning which encourages peer support, enhances motivation and increases language use. We have seen our programs' effectiveness by the increase of ELLs in both ESL and DL programs testing at the Proficient Level or by moving one or two proficiency levels as per NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year? A few programs and improvements have been implemented and will continue for the upcoming school year. An After School Program will be offered to assist all ESL students in small groups to further develop language arts skills. The Certified ESL teachers will use the RAZ-Kids reading levels in conjunction with read alouds, guided reading shared reading and writing. Smart Boards have been installed in every classroom throughout our school to provide updated technology learning and core knowledge to our students. Smart boards accommodate different learning styles. Children and teachers are able to collaborate and interact in a given lesson. Cognitive research has shown that learning is most effective when the four fundamental characteristics of learning are present: Active engagement, participation in groups, frequent interaction and connection to the real world. Roshelle, Pea, Hoadley (2000). This is a very effective tool for our ELLS since it provides them with the visual, audio and interaction.
13. What programs/services for ELLs will be discontinued and why? We discontinued the Ready Gen Reading Program and brought back Teachers College reading and writing approach. Our teachers and students showed more progress with the previous program Teachers College Reading and Writing program, therefore, we discontinued the ReadyGen Reading program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Our ELLs are encouraged to participate in any or all activities and programs that all of our students participate in. Many of our ELLs are in the chorus. The PS 22 Chorus motivates our Ells to participate and become more confident in the use of English particularly with their verbal skills. The art squad encourages our Ells to express themselves through artistic expression which also furthers their oral language development. ELL students are also members of the Student Council where they need to partake in classrooms debates and solve conflicts. Our ELLs also participate in our K- Kids team. In this team our ELLs participate in various community social issues. Our third and fourth grade dual language students participated in the Math Bee and Spelling Bee in Spanish. We have after school programs which help further develop language skills and prepare students for standardized tests, as

well as the Saturday Academy where they are provided opportunities to take advantage of supplemental academic instruction. We also offer Enrichment opportunities to further Literacy skills for our ELLs through our Title III funding for After school programs. Our ELLs attend the Summer Success Program where they participate in the Staten Island Museum and Staten Island Zoo projects. The school invites ELLs to participate in all school programs by sending home parent permission requests in both English and in the child's parents requested language of communication, if possible. ALL children are included in special school activities such as Chorus, Art Squad and Tech Team to name a few.

ELLs may be invited to our Title III after school program for support in ELA and NYSESLAT preparation, if they are in grades 3-5. Some ELLs, by the recommendation of their teacher, will be invited to Test Prep classes after school if they will benefit from them for the ELA And Math exams.

ELLs fully participate in all special programs because they are all offered the opportunity to join. They are also highlighted and useful as guides for others, who may speak less English than them and also those who are strong artistically can show off their skills without having to worry so much about English.

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.

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

Our entering and emerging ELLs, as well as transitioning, expanding and commanding ELLs also benefit from our use of Reading a-z.com. Teachers are able to access books for guided reading support and content area support in English as well as Spanish on this site.

Our ELL students in Entering through Expanding Proficiency are given access to dictionaries that are in their native language to support their acquisition of English.

18. Before the beginning of the school year, the parents and newly enrolled ELLs attend an orientation and welcome meeting for our school. Various staff, such as the principal, assistant principal and ELL teachers are available to take the new students on tours of the school to become familiar with the building. ELLs who enroll throughout the school year, are heavily supported by the ELL teachers by more frequent visits to classrooms and pairings from friendly students who may speak to same native language as our newly enrolled ELLs.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

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

19. What language electives are offered to ELLs?

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

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)?

a. In Kindergarten dual language program follows the side by side model. Our dual language teachers provide instruction in a Ratio of 50 % English Instruction and 50% Spanish instruction. b. Both grades are following alternate day language models. English instruction on Monday, Wednesday and Friday and Tuesday and Thursday are for Spanish instruction. Our Dual language program classes are integrated for the entire instructional school day . All Content Area instruction including Science and Social Studies is taught in English and Spanish alternatevely . All content area instruction including and social studies are taught in English and Spanish depending on the day. Content area is taught in both languages using books in leveled libraries.

d. All cluster/preparation period teachers (i.e.- science, gym, music), provide instruction to students in the Dual Language program in English. A Self- Contained Alternatae Day Model is followed in all dual langauge classes.

e. Students are taught emergent literacy instruction in their native language and second language simultaneously with English as a Second Language Instruction for ELL's and Spanish as a Second Language for EP's.

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.)

As per CR Part 154 new mandates, PS 22 ensure that all teachers, administrators/assistant principals, school secretaries, teachers that address the needs of Ells, and parent coordinator attend professional development related to language acquisition and academic language instruction. Our ENL teachers ensure they participate in meaningful workshops and meetings as well as various conferences on ENL instruction throughout the year.

Some of the workshops our teachers have attended are:

 - The NYC SABE Conference
 - Making a Bold Change in Instruction for Ells by Maryann Cucchiara
 - Dual Language Workshops on Language Acquisition
 - Teachers College Reading and Writing workshops for Ells
 - Academic Literacy for English Language Learners
 - Scaffolding Writing for ELLs and Demystifying Figurative Language
 - How to effectively prepare students for the NYSESLAT and ELA in all grades
 - Team Teaching in the ENL Program
 - Effective Strategies in Literacy Instruction for ELLs
 - Academic Literacy for ELLs Aligned to Common Core State Standards-Reading and Writing Informational Text
 - Creating an RTI Model for Ells Academic Success
 - Oral Language Development
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?

We provide PD for our teachers of ELLs as they prepare ELL students to learn in the content areas by having the ENL teachers along with teachers of ELLs attend PD for ELL strategies that are offered by the Office of English Language Learners, Teachers College, and also through the After School Professional Development Program. These teachers who attend the PD can also turnkey the information and strategies to other staff during the school day, on Professional Development days and also during the Professional Development time on Mondays. We also have a contract with Maryann Cucchiara, who has been training teachers at our school with the 3Ts model and strategies for focusing on Academic Language and Development through the incorporation of rigorous, engaging and complicated texts.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To assist staff with supporting our ELL students to make the transition from elementary to middle school, our feeder schools are invited to host information sessions at our school. These sessions allow for staff to understand the different types of educational programs offered at the middle schools our students will be attending. This allows staff to make informed decisions as to what type of program and specific services that would be appropriate for our ELL students. Our Parent Coordinator, Kim Bonaventura, provides families with information in several different languages on the programs and options for middle school. Our Guidance Counselors will be attending Professional Development on ELLs in Middle school when provided so that they can be informed on the challenges that ELLs may face when transitioning from Elementary School to Middle School. They will then be able to provide informed guidance sessions for our ELL students, along with the assistance of the ELL teachers to make their transition to a new school level as seamless and smooth as possible.
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.

Professional development is provided throughout the year to all our staffs, on Mondays professional development time and other professional development offered to our school. All our teachers attend professional development which specifically addresses the needs of English language learners. Our Teachers attend Teacher College workshops geared towards language acquisition and best practice strategies for Ells. Our Ell and Dual language teachers and teachers who service our Ells attended intensive training with Ms. Maryann Cucchiara whose main focus is rigor in academic language and close reading strategies for our Ells. Our ENL teachers maintain a binder with agenda and attendance on all workshops offered in our school.

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?

Parental Involvement

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

2. 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.

As mandated per CR Part-154, our school will hold an annual individual meeting with parents of ELLs. The school will send invitation letters in parents various languages with dates and time to meet to discuss their children progress and avtion plans. Teachers will maintain parents attendance records in the ENL binder. Translation services will be provided when needed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

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

2)Workshops and assistance is provided to parents in the navigation and understanding of the DOE website

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

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

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

5. How do you evaluate the needs of the parents?

We evaluate our parents' needs yearly by sending a Parent Interest Inventory. The Interest Inventory is sent out in September in multiple languages. This survey was designed to help us tailor our workshop offerings to the specific needs and wants of our parent population. Our Parent Coordinator, Kim Bonaventura assists in creating parent workshops and also in collecting information from

parents of ELL's that are interested in becoming active members of their child's classroom. Kim Bonaventura is involved with collecting parent interest surveys and obtaining translated documents for all parents.

Some school teachers provided workshops to parents and students to assist them with tips on how to help their children in reading at home and to foster the habits of reading and writing. Translators were provided as needed.

6. How do your parental involvement activities address the needs of the parents?

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

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

2) Workshops and assistance is provided to parents in the navigation of Edmentum and PS 22 websites.

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

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

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.

Paste response here:

School Name: PS22 The Graniteville School**School DBN: 31R022**

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)
Melissa Donath	Principal		10/30/15
Maria Simpson	Assistant Principal		10/30/15
Kim Bonaventura	Parent Coordinator		10/30/15
Griselda DVicente	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
L. Rosales	Teacher/Subject Area		10/30/15
M. Auslander	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 31R022 **School Name: The Graniteville Elementary School**
Superintendent: Anthony Lodico

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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

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

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.

The major findings of our school written translation and oral interpretation needs are that the majority of our ELL parents are requesting to be communicated with in their native language. Our school has experienced an increase in parental involvement due to the fact that more workshops are provided in parents' native languages. More tear-offs have been returned due to the fact that permission slips, lunch forms and any other important forms are sent home in the parents native languages. The findings were

reported to the school community by providing each teacher with a list of students' requiring translated documents and oral translations. According to our RAPL report, most parents requested to communicate in Spanish, some parents requested Urdu, Arabic, Bengali, Chinese and Haitian Creole.

Part B: Creating a Communications Calendar

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.)

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

2. 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.

PS 22 provides oral interpretation services whenever the school is having face-to-face meetings, parent teacher conferences, Back to School Family Nights by calling the NYCDOE Translation and Interpretation Unit or by requesting the assistance of one of our various Bilingual school personnel. Teachers feel free to ask our Bilingual personnel to translate when calling parents during our parent engagement time on Tuesday afternoon.

Part C: Providing Language Assistance Services

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.

PS 22 fulfills Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. In the school lobby, there are posters and signs in different

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

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

Our PS 22 PTA coordinator sends home a language survey to identify the different language needs. Mrs. Kim and our ENL teachers ensure that all information pertaining to our school is translated into the different langauges spoken by most of our parents. Some teachers request interpretation over the phone when translation is not available in school.

Part D: Training Staff on Policies and Procedures

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

The staff at PS 22 is familiar with the interpretation and translation services in our school. The PTA coorditator and our ENL teachers distribute Langaage Palm card at staff meeting at the beginning of the school year. We also have posted Welcome posters, Language Access cards and brochures at school security desk and by the main office.

Part E: Providing Notice of Language Assistance Services

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

PS 22 fulfills Section VII fo Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. In the school lobby, there are posters and signs in different languages. We try to accommodate all of our multicultural community whenever it's needed. Our PTA

coordinator provides a bulleting board with parental information in the different languages of our school. She also sets up a table displaying brochures, fliers and other importal parental information in different languages. Our school lobby near the primary entrance displays signs in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. When a parent visits our school and requests translation, the parent coordinator places a call to the NCYDOE translation Unit and parents are able to communicate on the spot. Parents are informed of their rights to receive translated documents in their native language and to receive interpretation services when visiting our school. Parents are informed to visit the above website above for further information on translation and interpretation services.

Part F: Monitoring and Quality Control

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

PS 22 gathers feedback from parents on the quality and availability of translation and interpretation services by asking them to fill out a parent survey. Parents survey is taken into consideration to further assist them with their preferred language. We have found out that our parents are satisfied with the translation and interpreation available to them throughout the school year.