



**P.S. 220 EDWARD MANDEL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 220 EDWARD MANDEL**  
**ADDRESS: 62-10 108 STREET**  
**TELEPHONE: 718-592-3030**  
**FAX: 718-271-7642**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342800010220 **SCHOOL NAME:** P.S. 220 Edward Mandel

**SCHOOL ADDRESS:** 62-10 108 STREET, QUEENS, NY, 11375

**SCHOOL TELEPHONE:** 718-592-3030 **FAX:** 718-271-7642

**SCHOOL CONTACT PERSON:** JOSETTE PIZARRO **EMAIL ADDRESS:** JPizarr@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rotating

**PRINCIPAL:** JOSETTE PIZARRO

**UFT CHAPTER LEADER:** Heather Lorenz

**PARENTS' ASSOCIATION PRESIDENT:** Angela Duncan

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* n/a

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 28 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

**NETWORK LEADER:** DANIEL PURUS/MARLENE WILKS/William Manekas

**SUPERINTENDENT:** JEANNETTE REED

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Josette Pizarro	Principal	
Hope Monnes	CSA member/Admin	
Heather Lorenz	UFT Chapter Leader	
Kelly Aull	UFT Member	
Ana Reyes	Title I Parent Representative	
Elena Abydos	Parent	
Tara Loggia	UFT Member	
Christina Swantak	UFT Member	
Angela duncan	PA/PTA President or Designated Co-President	
Greta Bourjolly	PA/PTA President or Designated Co-President	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 220 strives to create lifelong learners who are prepared to face the challenges of a fast-changing, ever-shrinking global society. Our children receive a world class education, from fundamental skills to higher order thinking skills, which will enable them to adapt in all aspects of their professional and personal lives. Our school motto is "Today's Learner Is Tomorrow's Leader." Our school community encompasses a community of care. Through caring we ensure that all students succeed because we are vested in the success of every student. As a community we understand that parents, guardians, and staff are all responsible for the social and academic development of our students' so they may become productive citizens and tomorrow's leaders.

P.S. 220 is located in Forest Hills, Queens which is in the northern part of District 28. Our school is reflective of the multicultural area in which it is located. There are 31 different languages in our school. We take pride in our diverse demographics by embracing all of students and families. As a result, all of our parent communications are offered in many different languages and most importantly in a yearly school-wide agenda.

We have 560 students currently enrolled in our school, starting from Pre-K through Grade 5. There is an average of two general education classes per grade. There are six ICT Classes (one on each grade) three Self-Contained classes on a variety of grade levels, and three Talented and Gifted classes. 17% of our population is English Language Learners. Due to our Multicultural population, we have a strong ELL program to support their needs. In addition, we have an AIS (Academic Intervention Services) provider who pushes in and pulls out to help service our struggling students in both Math and Literacy.

P.S. 220 is committed to the TC Workshop Model for Reading and Writing. We believe this program provides our students with an environment that promotes learning at their own developmental pace. In support of this program, teachers are engaged in Professional Development both on our school level and at Columbia University. These programs are necessary in our quest to create lifelong learners, strengthen teaching, and develop a love for learning which is transposed to our students. Everyday Mathematics is currently being used in all classrooms including Pre-K. This program involves a workshop approach to mathematics and a spiraling curriculum throughout the grades. Games and Explorations are incorporated into the program as well differentiated activities for our ELL and Special Education population.

Our Arts programs are as rich as our student body. Programs include Art and Music which are highlighted through performances and exhibits. Through the Arts we hope to enable our auditory and kinesthetic learners to excel, as well as the entire school population.

To support our special needs population, there are various out of classroom providers. These providers include Speech, Occupational Therapy, Physical Therapy, and Guidance Counselors. Each out of classroom provider attends a monthly meeting at which students' needs are discussed and individual action plans are made.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 220 Edward Mandel								
<b>District:</b>		28	<b>DBN #:</b>		28Q220	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		29	31	27			94.7	95.2	TBD	
Kindergarten		71	81	86						
Grade 1		67	71	85	<b>Student Stability - % of Enrollment:</b>					
Grade 2		80	71	76	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		86	85	68			91.5	94.49	TBD	
Grade 4		63	74	84	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5		67	65	74	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			60.4	57.5	81.6	
Grade 7		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			1	3	TBD	
Grade 10		0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			5	11	8	
Ungraded		8	3	6						
Total		471	481	506						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		34	32	25	Principal Suspensions		6	2	TBD	
# in Collaborative Team Teaching (CTT) Classes		53	59	55	Superintendent Suspensions		3	4	TBD	
Number all others		17	19	17						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	124	117	75	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	27	34	Number of Teachers	46	44	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	16	TBD
				Number of Educational Paraprofessionals	9	10	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.7	TBD
				% more than 2 years teaching in this school	69.6	77.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	54.3	59.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	98	TBD
American Indian or Alaska Native	0.2	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.5	100	TBD
Black or African American	7	6.2	7.5				
Hispanic or Latino	25	24.9	24.5				
Asian or Native Hawaiian/Other Pacific Isl.	26.3	22.9	26.3				
White	41.4	45.5	40.7				
Multi-racial							
<b>Male</b>	59.2	59	57.9				
<b>Female</b>	40.8	41	42.1				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>1</b>				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	87	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	10.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.  
\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Our PBIS initiative was launched as a result of our teacher and parent survey. We took a close look at our school survey and found the following result: In the category of school environment, Safety and Respect in school year 2009-2010, 25% of our teachers strongly agree that students treat teachers with respect. In addition, 42% of parents strongly agree that discipline is implemented fairly. These results illustrate a need for us to create a uniformed approach to a school wide behavior modification program that place parents and teachers with the same vision for safety and respect.

The performance of our ELL population students who met ELA promotional criterion is as follows: 64% in Grade 5, 59% in Grade 4, and 45% in Grade 3. It must be noted; safe harbor was needed in order to obtain AYP for our ELL Population. Our Assessment Pro Data for our ELL students who are stalled/or regressed is as follows: 18% in grade 5, 27% in grade 4, 19% in grade 3, 33% in grade 2 and 4% in grade 1. Our current Assessment Pro Data indicates in grades 1-5, 4.26% are meeting their grade level benchmarks. This demonstrates that an action plan that focuses on aligning, planning, instruction and goal setting needs to take place in order to decrease this percentage of regressed and stalled students. Additionally the common core standards will be utilized as a framework to create all of the above.

One of our greatest accomplishments over the past few years has been the deepening of our Inquiry study. Each grade has adopted an Inquiry goal aligned with the New Common Core Standards based on student data. This data has driven their Inquiry work and provided our school with professional dialogue focused on student's progress. Our goal is to continue with this important work by increasing time for teams to articulate, analyze data, create instructional plans, review professional articles, and share successful instruction strategies. We also plan to expand our work to include out of classroom staff such as paraprofessionals, Cluster, and related service providers in order to bring awareness to the goals and expecting of the Common Core State Standards. When this goal is reached we will have 90% of our staff involved in inquiry.

The performance of our Special Education population who meet the ELA promotional criterion is as follows: 60% in Grade 5, 54% In Grade 4, and 56% in Grade 3. Their Math performance is as follows: 80% in grade 5, 92% in grade 4, and 81% in grade 3. It must be noted that even with Safe Harbor we did not meet our AYP for this subgroup. As a result, we will intensify our focus on meeting the needs of these children through our inquiry study, staff development, common planning and alignment of the curriculum with all of our service providers.



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Goal # 1 <input type="checkbox"/> Based on the data collected from the 2009-2010 implementation of PBIS(Positive Behavior Intervention Systems) our goal is for each subgroup of our school community to have increased consistency with the utilization of the PBIS Program. This is measured by the collection of tiger tickets and tiger tracks monitored by the PBIS Team throughout the school year.	<input type="checkbox"/> Supporting the PBIS Program will establish a behavioral system within the school that will foster trustworthiness, respect, accountability, cooperation and kindness. Our motto to stay on track will be recognized and more importantly utilized by the school community to ensure good citizenship, positive behaviors, citizenship and respect for others.
<input type="checkbox"/> Goal # 2 Our November 2010 data on Assessment Pro illustrates that only 4.26% of our ELL population is on or above their grade level benchmark. By the end of the 2010-2011 school year, we hope to utilize the following three sources of data; NYSESLAT, ARIS, and Assessment Pro, to create an action plan that we can utilize for the 2011-2012 school year for data driven instruction to zero in on this ELL population.	<input type="checkbox"/> Due to the fact that we have a large population of ELL students that are not showing proficiency as they move through the grades it is necessary to review the various assessments and review the information they reflect. An emphasis to align language instruction and grade level curricula will be addressed.
<input type="checkbox"/> Goal # 3 To deepen the level of inquiry by maintaining time for all teams who articulate, analyze data, create instructional plans, review professional articles and share successful instructional strategies that support the differentiated needs of our students. This will be measured by monitoring the ARIS community posted by the designated inquiry facilitators on each team.	<input type="checkbox"/> By articulating with colleagues, sharing ideas and posting these ideas on the ARIS Community Board teachers will be able to obtain information from colleagues that will impact on their instruction. Planning and sharing of ideas will be shared throughout the different grades and teachers will be able to expand their professional community.
<input type="checkbox"/> Goal # 4 To identify all students who are stalling or regressing according to their grade level’s benchmarks with a special emphasis on our	<input type="checkbox"/> By identifying students who require academic intervention prior to formal interventions due to a lack of academic progress we will

Special Education population and create an instructional plan that will incorporate strategies from our Related Service Team, ELL Team, SBST Team and Grade Level team to intervene and work towards supporting student needs. By June 2011, we hope that 20% of this identified population will show growth.

have the opportunity to combine efforts, utilize individuals expertise, and identify the goals for instruction to support student progress.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal # 1</p> <p><input type="checkbox"/>Based on the data collected from the 2009-2010 implementation of PBIS(Positive Behavior Intervention Systems) our goal is for each subgroup of our school community to have increased consistency with the utilization of the PBIS Program. This is measured by the collection of tiger tickets and tiger tracks monitored by the PBIS Team throughout the school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>Our Action Plan includes the following:</p> <ul style="list-style-type: none"> <li>• Ongoing PBIS Meetings with our PBIS internal coach and core team members</li> <li>• Create differentiated workshops to ensure all members of the school community are aware of the procedures and accuracy for providing tiger tickets and tiger tracks</li> <li>• A school-wide kick-off to ensure that all members of the school community are aware of how they can give rewards and what they mean once they are received by students.</li> <li>• A School-wide kick-off to ensure all students understand the matrix and the procedures for receiving rewards</li> <li>• Booster presentations to review the PBIS matrix after vacations and long breaks</li> <li>• Announcements over the speaker system that recognize positive behaviors observed by members of the school community</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> At this point the program will sustain itself. Our internal coach and PBIS team will continue to work together to ensure that the action plan is taking place. Our CFN will provide additional support with professional development.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Throughout the school year we will monitor the consistency of tiger tickets and tiger tracks that are being distributed by members of the school community. This information will be recorded on a spread sheet so we can compare and contrast different subgroups for distribution.</p>

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>  <b>Goal # 2</b>  Our November 2010 data on Assessment Pro illustrates that only 4.26% of our ELL population is on or above their grade level benchmark. By the end of the 2010-2011 school year, we hope to utilize the following three sources of data; NYSESLAT, ARIS, and Assessment Pro, to create an action plan that we can utilize for the 2011-2012 school year for data driven instruction to zero in on this ELL population.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>  <input type="checkbox"/> Our Action Plan will include the following:</p> <ul style="list-style-type: none"> <li>• Professional Development that focuses on looking at various sources of data to create instructional goals for our ELL students</li> </ul>

	<ul style="list-style-type: none"> <li>• The review of data with our literacy coach and ELL Team to identify trends in the various assessment items</li> <li>• The opportunity to increase professional development with classroom teachers and our Network ELL Liaison whereby strategies and implications for instruction will be addressed.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Through the staffing of our Literacy coach and ELL Team we will be able to focus on instruction that meets the needs of our students who are not meeting benchmarks in literacy. Our ability to look at student progress and align instructional strategies will take place during our allocated Wednesday and Thursday inquiry study time as well as during common professional periods. Professional development opportunities will take place during grade conferences, inquiry study groups, professional development days and during collaborative planning.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>•</li> </ul>

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 3          To deepen the level of inquiry by maintaining time for all teams who articulate, analyze data, create instructional plans, review professional articles and share successful instructional strategies that support the differentiated needs of our students. This will be measured by monitoring the ARIS community posted by the designated inquiry facilitators on each team.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Our Action Plan includes the following:</p> <ul style="list-style-type: none"> <li>• To articulate with teams of teachers and reflect upon professional articles that present instructional strategies which may be utilized to differentiate literacy instruction thus increasing the proficiency and reading level of identified students.</li> <li>• To adjust the extended day program to two days per week in order to provide opportunities for teachers to articulate and participate in deeper inquiry work.</li> <li>• To identify a team facilitator within each inquiry team that will ensure that inquiry work will be shared and disseminated utilizing the Read and Connect Blog located on the ARIS Website.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Deepening the level of our inquiry study will be utilized by all members off the school community. Inquiry teams will meet on Wednesdays and Thursdays to discuss items mentioned above. <input type="checkbox"/></p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>This will be measured by monitoring the ARIS community posted by the designated inquiry facilitators on each team.</li> </ul>
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**Subject Area (where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal # 4</p> <p>To identify all students who are stalling or regressing according to their grade level's benchmarks with a special emphasis on our Special Education population and create an instructional plan that will incorporate strategies from our Related Service Team, ELL Team, SBST Team and Grade Level team to intervene and work towards supporting student needs. By June 2011, we hope that 20% of this identified population will show growth.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><b><i>Our action plan includes the following:</i></b></p> <ul style="list-style-type: none"> <li>Members of various inquiry teams including related services, ELL, Grade Level Teams and SBST will review student data(Assessment Pro, NYSESSLAT, and Predictive Assessments) to determine areas in need of instructional support. Using this information an intervention plan will be established.</li> </ul>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Through informal assessments <input type="checkbox"/>we will be able to mesure the impct of this intervention. By organizing a team that represents all subgroups in our school community we will be able to focus on several issues that may be hindering student progress and adjust our instrucion for individual students.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1		4	
1			N/A	N/A	5			
2			N/A	N/A	2		2	
3	8	8	N/A	N/A	2		1	
4	5		5	5	3		1	
5	5	9			6		1	
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> <p>Students serviced are considered to fall into our lowest 1/3 targeted population within each class. These students are not receiving special education services and are selected based on previous standardized assessments, teacher recommendations and informal assessments. Designated periods are determined for each grade in order to diminish interruption in classroom instruction. Our A.I.S Teacher utilizes guided reading strategies and support instructional strategies. Additionally, a focus on scaffolding questions is presented in order to raise the cognitive level of non-fiction literature and content area material.</p>
<b>Mathematics:</b>	<input type="checkbox"/> Students serviced are considered to fall into our lowest 1/3 targeted population within each class. These students are not receiving special education services and are selected based on previous standardized assessments, teacher recommendations and informal assessments. Designated periods are assigned to diminish interruptions in classroom instruction. The A.I.S. Teacher services a small group of students within the classroom during mathematics instruction. In addition, classroom teachers receive instructional support for differentiated instructional practices from our math coach. Flexible groups are established through analyzing the results of ongoing assessments and identifying the strengths and areas that require additional support.
<b>Science:</b>	<input type="checkbox"/> Students receive support services in a push-in model of instruction. Instruction focuses on vocabulary development, and text nuances for reading informational text. An emphasis is placed on reading for content based material.

<b>Social Studies:</b>	<input type="checkbox"/> <input type="checkbox"/> Students receive support services in a push-in model of instruction. Instruction focuses on vocabulary development, and text nuances for reading informational text. An emphasis is placed on reading for content based material.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <input type="checkbox"/> This is determined based upon the number of non-mandated periods available within the daily schedule. When students are identified to need At-Risk guidance support, which may be a result of a specific incident, our guidance counselor addresses his/her needs.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> This is determined based upon the number of non-mandated periods available within the daily schedule. However, when students are identified to need At-Risk support, which may be a result of a specific incident, our school psychologist addresses his/her needs.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> <input type="checkbox"/> This is determined based upon the number of non-mandated periods available within the daily schedule. However, when students are identified to need At-Risk support, which may be a result of a specific incident, our school Social Worker addresses his/her needs.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> None

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**  
**grades 1-5**

**Number of Students to be Served:**  
**LEP 98**  
**Non-LEP 0**

**Number of Teachers 3**  
**Other Staff (Specify) secretary, support staff**  
**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative** **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Three certified ESL teachers will provide direct and supplemental language instruction to ELL students. We will invite students in grades 1-5 to attend the program. The Title III program consists of three groups: L2 Stalls, and Regressed students, Beginners and Intermediate Students and Advanced Students. Compiled data from the Predictive Assessment, NYSESLAT and ARIS will determine eligibility and grouping. The Program will meet after school for two days a week from 3:17 p.m.-4:45 p.m. Instruction will be delivered in English with native language support. Additionally, instruction will include a successful researched based multi-sensory approach for English-Language Development. We will utilize The Leapfrog's Language First Program which focuses on ELL student learning. Other materials utilized in the program include visuals and manipulatives and Benchmark Books. Instruction will focus on various literacy components: rhetorical phrases, syntax/semantics, vocabulary and phraseology. To ensure students receive maximum language learning opportunities within their classrooms, ELL Teachers will provide a series of professional development workshops for classroom teachers.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL teachers will partake in in-house professional development. Teachers will be introduced to a variety of strategies that will equip them in further assisting ELL students in achieving their academic goals. Additionally, they will have the opportunity to attend Teachers College ELL Conferences which address concerns and instructional practices designed for the ELL Teacher and Student. This will enable the Title III Teachers to weave together literacy practices and standards based instruction to reach each individual ELL. The ESL team will then host professional development sessions where they will have the opportunity to turn-key the information to the classroom teachers. Instructional support from ICI will continue to address specific concerns as well as support the Title III initiative. Technical assistance will be available and individual concerns regarding the Title III Program will be addressed.

### **Section III. Title III Budget**

School: P.S. 220  
 BEDS Code: 342800010220

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	18,780	<input type="checkbox"/>
<b>Purchased services</b> - High quality staff and curriculum development contracts	none	<input type="checkbox"/> <b>Parent Involvement: \$ 1,000</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4,784.90	<input type="checkbox"/> <b>Leapfrog → Literacy Center Grades K-2+ Edition → \$2,195.00</b> <ul style="list-style-type: none"> <li>• Provides explicit, direct instruction in the five areas critical to reading success: phonemic awareness, phonics, vocabulary, comprehension, and fluency.</li> <li>• Links engaging activities to key early literacy skills for whole group, small group, and individual instruction</li> </ul> <p style="text-align: right;">Mentor Text for grades K-5 from Knowledge →  <b>\$ 493.84</b>            Benchmark Library for grades K-5 → <b>\$994.29</b></p>
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> n/a

Travel	0	<input type="checkbox"/> n/a
Other	776.10	<input type="checkbox"/> Secretary: Contact parents for early and late dismissal if an emergency occurs or a child is ill. Contribute to the overall safety/office coverage. Ordering material. Payroll preparation. Serve as a liaison to the administrator, parents and teachers. Contact translation unit if a translator is required for parent communication.
<b>TOTAL</b>	<b>776.1</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

### **Part A: Needs Assessment Findings**

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

Articulation was conducted with the school leadership team, classroom teachers, ELL teacher and parent coordinator to determine the needs of our non English speaking families. Using the Home Language Surveys, collected information was analyzed in an effort to further clarify the level of translation support needed and languages most dominant at PS 220. In addition the Parent Coordinator survey and informal surveys conducted by classroom teachers were used to provide us with a clear sense of the oral interpretation needs of our school community. We found a significant similarity between parents who need oral interpretation and those who need written interpretation of school documents. Of the children serviced in ESL, the majority of the families are Russian speaking. In addition, we have a growing number of Hispanic parents who have requested translations in Spanish. Our overall school community shows a need for Russian, Spanish, Chinese, and Hindi translations.

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

As a result of this data, it became evident that of the nine languages spoken by the children and families of PS 220, Russian is the most dominant language. In addition there has been an increase in the number of Spanish speaking students attending PS 220. The major correspondences will therefore be sent home in English, Russian, and Spanish. We will also have available versions of letters in several other languages based on languages of parents as noted on language surveys. These will be available for parents in need of these translations when possible. When we are unable to acquire translation we will provide verbal translations at the school.

### **Part B: Strategies and Activities**

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

Significant documents that are not already translated by the Department of Education will be translated in an effort to increase parental involvement and understanding of PS 220's expectations, curriculum and goals. One major document used for this purpose is the school agenda. Our agenda serves as a handbook as well as an organizer for the home and school community. Other documents in need of translation may include, but are not limited to, monthly calendars, parent newsletters, memos and letters written to parents. In addition, translations may be used to inform parents of meetings, events, celebrations, assemblies and all other activities in which parents are required to participate. The vision is for all students to have the opportunity to receive information in the families preferred language. This will help parents feel more informed of school policies and events, with the ultimate goal of improving parental involvement.

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

Oral interpretation services will be used to assist with translation during parent teacher conferences, Parent Association meetings and Parent Coordinator meetings and workshops. This will provide families with a clear understanding of school policies, curriculum, and expectations. Our goal is that the oral interpretation services provided to families will allow them to participate in all school meetings, activities and functions to the fullest extent.

We are fortunate to have several staff member, including teachers, paraprofessionals, and school aides, with the ability to speak in languages needed for translations. These languages include: Russian, Spanish, Greek, Albanian Punjabi , Hindi/Urdu, and Chinese. These individuals are fluent in English as well as a second language and able to translate upon request.

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

In the onset of the school year parents will be provided with a copy of the translation and interpretation letter provided as part of Chancellor's Regulations A-663. In addition a copy of the letter will be added to the student agenda as a reminder that these services exist and are available to all families upon request.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	272,338	15,854	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,723		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,617	*	
4. Enter the anticipated 10% set-aside for Professional Development:	27,234	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

1. ***strongly recommended that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-2010 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.***

### I. General Expectations

PS 220 agrees to implement the following statutory requirements:

- The school will disseminate the Parent Involvement Policy and School-Parent Compact at Spring Parent Teacher Conferences.
- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and

**2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

**2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

***The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.***

School Responsibilities

PS 220 Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- The designing, purchase and distribution of a tri-lingual (English, Russian, Spanish) Student/Parent agenda which will serve as a parent handbook and communication tool for the 2010-2011 school year.
  - It is expected that the administration, teachers and parents will articulate regularly to maximize the benefits of the in house Parent Coordinator. The parent coordinator:
    - a. Will assist in parent outreach for the purpose of improving parent participation at all parent association meetings and workshops.
    - b. Act as a liaison with all families whose children are experiencing difficulty with attendance, punctuality and academic performance.
    - c. Will offer a wider variety of family workshops. The focus will be to incorporate the initiatives and standards used in the classrooms daily.
    - d. Providing the parents with necessary tools to assist their children at home.
    - e. To build a strong relationship between the school and the community.
    - f. To obtain more parent volunteers by reaching out to the neighboring community.
    - g. School will utilize its translation policy money in an effort to provide parents with information in their native language.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held once in the fall term and again in the spring term.
  3. Provide parents with reports on their children's progress. Specifically, the school will provide reports as follows: Results of interim assessments, report cards (given three times throughout the year), Literacy benchmark assessment.
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will participate in ongoing communication with the classroom teacher through the utilization of student agendas. In addition teachers and parents are invited into the school to meet with parents on as needed basis.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open school week, classroom celebrations, assembly programs, presentation and parent workshops.
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
  9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
  10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in mathematics and English language arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children’s learning in the following ways: Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

PLEASE SEE SECTION IV FOR THE P.S. 220 COMPREHENSIVE NEEDS ASSESSMENT

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



On going assessment provides teachers with the opportunity to drive their instruction to meet the needs of all students in their classroom. We are using the FOSS Science Program which includes higher level thinking strategies through investigations and hands-on experiments. We utilize the new Social Studies program by Houghton Mifflin Harcourt which includes text books as well as trade books and charts for content area support. Through differentiated instructional practices students have the opportunity to reach their goals and meet the states proficient and advanced levels for academic achievement. Incorporated into all programs is a component for student support as well as enrichment activities.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.



Our Extended Day Program provides additional instrucion for students identified as ELL students, special education students and students that are at potential risk of not meeting grade level standards. Additionally, we have an Enrichment Program that focuses on Science, Music, Art, Physical Education and Techmology.

- o Help provide an enriched and accelerated curriculum.



Providing an enriched and accelerated curriculum is accomplished in allclassroom settings.This is accomplished by modifying math games to support higher level thinking skills,providing high level trade books for literacy instruction and providing oppourtunities for project based learning experiences that are incorportated as well.

In addition, we do currently have a Gifted and Talented in grades K, 1 and 2.

- o Meet the educational needs of historically underserved populations.

Assembly programs and other funded programs are integrated into our school year to provide once again opportunities for learning. All students identified and the underserved population receive materials and books required for a successful school year. To ensure all students have a successful school day with a nutritious breakfast we have established breakfast program and lunch program for our students.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Students who are at risk or identified as low academic achieving students participate in our AIS Program during our designated pull-out/push-in period. An Intervention Program for Reading and Mathematics will be provided by an intervention teacher who received professional development in the new Everyday Mathematics program as well as the Teachers College model for reading instruction (researched based programs). Additionally, classroom teachers will work collaboratively to plan, implement instructional initiatives and assess student progress through articulation with the intervention teacher. A seamless approach will be implemented to support the entire school community in an effort to ensure students receive support. Our inquiry team has expanded throughout our school in an effort to identify and support students at risk. All teachers have identified their lowest 1/3 and are continuously developing strategies and instructional plans that will support the low academic achieving students.

- o Are consistent with and are designed to implement State and local improvement, if any.

Through group and individual counseling students can share concerns that may otherwise hinder their academic progress. Additionally, our School Based Support Team meets regularly to discuss and evaluate students identified as at risk.

3. Instruction by highly qualified staff.

Upgrade instruction for all students. Administration, teachers and parents will continue to work collaboratively with the support of the School Wide Project in order to create an environment of flexibility that facilitates and encourages students' progress, parent involvement, teachers' growth and administrative leadership. Students in Grades K-5 will participate in small group literacy and mathematics instruction in a push-in model. Intervention programs with teachers who have undergone professional development in their specialty areas will ensure *all* student progress in and throughout the literacy and mathematics curricula. Intervention teachers will identify and address individual student needs and measure student progress on an ongoing basis.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development for all teachers has become a part of our school environment. Teachers utilize grade conferences as an opportunity to share and interact with colleagues to discuss and turn-key information obtained during seminars and workshops.

Opportunities for off site professional development are encouraged at P.S. 220. Professional development is attended on a regular basis as a result of this implementation. P.S.220 has adopted a professional development plan encouraging collaboration, cooperative planning and collegial conversation through the participation of TC Staff Development, data collection, Common core State Standards PD and new teacher professional standards. Professional Development within PS 220 is presented through inter-visitations, demonstrations and grade conferences.

Collaborative professional development with our Data/Mathematics Coach has opened the doors to the instructional needs of our staff. Supporting professional development provides experiences and exchanges between teachers and the coaches that provide opportunities that translates into the classroom thus restructuring educational initiatives to fit today's mandates.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

To ensure highly qualified teachers are entering the P.S. 220 School Community, a School Based Option Plan has been implemented. It provides opportunities for members of the school community to select, through a rigorous interview process, the most highly qualified teachers available. Selected teachers are encouraged to participate in all professional development opportunities available for continuous growth.

6. Strategies to increase parental involvement through means such as family literacy services.

Several strategies are in place to increase parent involvement in relation to literacy services. Our Parent Coordinator organizes the collaborative Art and Reading Program where parents and students are encouraged and guided through the process of reading a favorite book and creating art projects that are responses to the stories. These are shared with all individuals attending the series of workshops (4 weeks) and displayed in our main lobby. During *Turn-Off your T.V. Week* students and parents are encouraged to participate in a variety of

activities in the school as an alternative to watching T.V and playing video games. These activities take place during after-school hours. One evening is designated for parents and students to bring their favorite books to school and read and share with others. Our yearly celebration of “Read Across America” in March and “Poem in Your Pocket Day” in April also encourage families to take part in shared reading activities and assembly programs. Members of our school community are invited to attend parent workshops at Teachers' College as an outgrowth of our instructional partnership.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

All necessary information regarding health needs and parent information is reviewed with parents and submitted on blue emergency cards. Our parent coordinator also establishes visitations and acts as a liaison for Kindergarten Special Education students by meeting with representatives and parents from individual pre-school programs. This procedure assists in facilitating the transition and minimizes any anxiety for students and parents.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Including teachers in the decisions regarding academic assessments is addressed on several levels. Our inquiry team serves as a model for looking at individual student data and directing instruction in order to meet students' needs in a timely manner. As teachers review data they can determine what instructional focus should take place. All teachers have the opportunity to review student progress by utilizing both formative and summative assessments that will identify student success and guide future instruction. Benchmark assessments and goals are pre-established, reviewed and compared to where students are academically during certain timeframes throughout the school year. Grade leader conferences, grade conferences and professional periods are utilized as a time to share information, plan together with colleagues and analyze data for future instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The Academic Intervention Services Team evaluates those students who are not meeting the academic standards in class in comparison to benchmarks previously established. After analyzing student data the team establishes the type of academic support required to support the individual students' needs. A push-in model of support instruction or a pull-out model of support instruction is introduced as a way to differentiate instruction for the student.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□ Coordination and integration of additional funds are utilized through a variety of avenues which include the Violence Prevention Program. The program provides selected classes (4) with an individual who visits classrooms and encourages students to participate in role playing activities that support the qualities and characteristics of positive decision making and becoming a good leader. Students also participate in school food partnership which allows them to share ideas, plan celebrations, make decisions and sample food, act as a liaison between students in our school and the office of Food and Nutrition Services.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title III	Federal	Yes			18,780	True	Goal # 2 Goal # 4
Title I, Part A (ARRA)	Federal	Yes			15,696	True	Goal 2 & 4
Tax Levy	State	Yes			\$2,516,997	True	goals # 1,2 3 4

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
No students
2. Please describe the services you are planning to provide to the STH population.  N/A

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A



## **CEP RELATED ATTACHMENTS**

# **Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'**

***File Name - 28\_28Q220\_020811-153444.doc***

## **Language Allocation Policy 2010-2011**

### **Part 1: School ELL Profile**

P.S. 220 Queens, the Edward Mandel School, is located in Forest Hills, New York. It is an elementary school with 560 students from pre kindergarten through grade five. The latest results of our ethnic census report indicate that our school is 58.03% male and 41.96 % female. Our school census report of 2010 gives us the following statistics: .35 % American Indian/Alaskan, 24.82% Asian, 23.75 % Hispanic, 6.42 % Black and 42.32 % White.

The results of our most recent school-generated survey tell us that approximately half of the students were born in foreign countries. Of the students who were born in the United States, an overwhelming majority are children of recent immigrants. Of the 560 students who attend P.S. 220Q, only 204 come from American born, monolingual English speaking families. There are 148 English Language Learners which is about 26.43% of the school's current population of 560.

The families of P.S. 220's students speak 27 different languages. The dominant group continues to be the Russian speakers: nearly 25% of our children speak Russian at home. We are aware of the latest demographic trend being immigrants from Uzbekistan, South America, India and Israel.

Our current English Language Learners are broken down by grade and language as follows:

In Kindergarten there are: 20 Russian speakers, 9 Spanish, 2 Chinese, 2 Gujurati, 3 Uzbek, 1 Tajik, 2 Farsi and 1 Bengali.

In First grade there are: 4 Russian speakers, 9 Spanish, 1 Punjabi, 1 Hebrew, 1 Bengali, 1 Gujurati, 1 Chinese, 1 Urdu, 1 Tamil, 1 Turkish, 1 Fulani, 2 Uzbek and 1 Tajik.

In Second grade there are: 7 Russian speakers, 6 Spanish, 3 Uzbek, 2 Urdu, 2 Tajik, 1 Gujurati, and 2 Bengali.

In Third grade there are: 6 Russian speakers, 4 Spanish, 1 Turkish, 3 Uzbek, 1 Tajik and 1 Arabic.

In Fourth grade there are: 9 Russian speakers, 2 Spanish, 1 Chinese, 3 Uzbek, 1 Tamil, 1 Hebrew, 1 Urdu, 1 Tajik, 1 Turkish, 1 Albanian and 1 Polish.

In Fifth grade there are: 6 Russian speakers, 1 Spanish, 1 Chinese, 1 Farsi, 3 Hebrew, 1 Tajik, 2 Turkish, 1 Arabic, 5 Uzbek and 1 Japanese.

Staff members of P.S. 220 speak a variety of languages other than English which represent the diversity of the student population. We have 8 Spanish speakers, 8 Russian speakers, 1 individual who is fluent in Punjabi, Urdu and Hindi, 4 individuals that are fluent in Chinese, 1 individual who is fluent in Albanian and 2 individuals who speak Greek. These individuals are available for translations during parent conferences that take place throughout the year.

English Language Learners at P.S. 220 are served by 3 certified ESL teachers who follow the Push-In and Pull-Out model. Currently the school does not have a Bilingual Program; therefore at this time there are no certified Bilingual teachers. However, school administration is seeking ways to influence mainstream teachers who are ESL certified or with extensions to facilitate the ESL program and the school's ELLs.

## **Part II: Identification Process**

Upon entering P.S. 220, new admits are interviewed to determine eligibility for LAB-R assessment. During the registration process the parent and the student are interviewed by a pedagogue in English and if necessary a translator is provided to assist with the completion of the Home Language Identification Survey. LAB-R testing occurs within 10 days of entry into our school. If the child is identified as an ELL, the ESL teacher will send entitlement letters to the parents to inform them of their child's LAB-R score and to invite them to our Program Selection Parent Orientation. All letters sent home are translated into their native language. In addition, our ESL teachers follow up with parents through reminder letters and phone calls. Furthermore, the parent coordinator assists in this process.

During our Program Selection Parent Orientation, parents are introduced to three program options offered in New York City Public Schools: Free Standing English as a Second Language, Dual Language and Transitional Bilingual Education. At the moment, P.S. 220 offers the Free Standing English as a Second Language program. Parents understand program options by viewing the Program Choice DVD in their native language which explains in detail the various English learning options. In the event their native language is not available, an L1 translator will be made available. After viewing the Program Choice DVD, parents are asked to visit the ESL classroom where the ESL teachers further discuss program options and address any other concerns. Parents are also introduced to the New York State English as a Second Language Achievement Test (NYSESLAT) which is utilized to annually evaluate our ELL population.

The ESL team reviews trends of the NYSESLAT in order to develop strategies necessary in assisting ELLs to achieve their academic goals. ESL teachers at P.S. 220 also utilize this data to further enhance learning by articulating and collaborating with mainstream teachers to create language and comprehension goals for the students. Furthermore, ESL teachers host strategic Professional Development for the staff where they share findings concluded from the NYSESLAT and strategies that will equip them in enhancing their instruction.

At the end of our discussion, parents are asked to complete the Parent Survey and Parent Selection form, where they are encouraged to choose the program that fits their child's needs. For the past few years the trend for program selection has been that the majority of our parents have opted for English as a Second Language. If parents opt for a program that is not offered in our school, the ESL teachers along with the parent coordinator accommodate them by finding a neighboring school that would meet the needs of their children. The aforementioned above is repeated for those students who might be admitted throughout the school year.

### Part III: ELL Demographics

According to our data, ELLs in Grades 1-5 have been serviced for the following years:

Grade	0 year	1 years	2 years	3 years	4 years	5 years	6 years
<b>1</b>	Beg. = 3 Inter.= 1 <u>Adv. = 1</u>	Beg. = 5 Inter.= 7 <u>Adv. = 5</u>					
<b>Total</b>	<b>5</b>	<b>17</b>					
<b>2</b>	Beg. = 3 Inter.= 0 <u>Adv.= 0</u>	Beg. = 3 Inter.= 3 <u>Adv. = 6</u>	Beg. = 1 Inter.= 3 <u>Adv. = 3</u>	Beg. = 1 Inter.= 0 <u>Adv. = 0</u>			
<b>Total</b>	<b>3</b>	<b>12</b>	<b>7</b>	<b>1</b>			
<b>3</b>	Beg. = 5 Inter.= 0 <u>Adv. = 0</u>	Beg. = 0 Inter.= 1 <u>Adv. = 0</u>	Beg. = 0 Inter.= 0 <u>Adv. = 0</u>	Beg. = 0 Inter.= 3 <u>Adv. = 0</u>	Beg. = 0 Inter.= 0 <u>Adv. = 1</u>		
<b>Total</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>		
<b>4</b>	Beg. = 3 Inter.= 0 <u>Adv. = 0</u>	Beg. = 0 Inter.= 2 <u>Adv. = 0</u>	Beg. = 0 Inter. = 2 <u>Adv. = 2</u>	Beg. = 0 Inter. = 2 <u>Adv. = 4</u>	Beg. =0 Inter. =1 <u>Adv. =6</u>		
<b>Total</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>7</b>		
<b>5</b>	Beg. = 6 Inter.= 0 <u>Adv.= 1</u>	Beg. = 1 Inter.= 2 <u>Adv. = 0</u>	Beg. = 1 Inter.= 0 <u>Adv. = 2</u>	Beg. = 0 Inter.= 2 <u>Adv. = 1</u>	Beg. = 0 Inter.= 1 <u>Adv. = 0</u>	Beg. =0 Inter.=0 <u>Adv. = 5</u>	
<b>Total</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>5</b>	

P.S. 220 offers the Freestanding English as a Second Language (ESL) program to students who are identified as ELLs. Our ESL program provides instruction in English

with native language support to acquire the English language. We follow both the Push-In and Pull-Out models. During Push-In, the ESL teachers work with ELLs during content instruction in collaboration with mainstream classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. With our Pull-Out model, ESL teachers pull out ELLs of different proficiency levels from the same grade but from various classes for English acquisition focused instruction. Within our program the main focus is to collaborate with general education teachers to ensure curricular alignment. Our 3 certified ESL teachers provide the mandated number of instructional minutes according to proficiency levels. Our Beginner and Intermediate students receive 360 minutes of ESL instruction per week, while our Advanced ELLs receive 180 minutes of ESL instruction per week according to regulation CR Part 154.

In the Freestanding English as a Second Language program the ESL teachers align their instruction according to content units of study. The ESL teachers employ scaffolding strategies found in Walqui's Model to enrich language development. Our ESL teachers model the required tasks by employing graphic organizers and Total Physical Response (TPR). We bridge new concepts by tapping into students' prior knowledge. We contextualize new concepts and language by using realia, manipulatives, graphic representation, and verbal analogies familiar to students. Teachers use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation we assist students in recreating concepts and language from one genre into another. We ensure that our ELLs apply metacognitive strategies by using self monitoring checklists, student assessment charts and rubrics. ESL instruction is differentiated according to proficiency levels. Through small group instruction ESL teachers are employing the Balanced Literacy Model to accommodate all learning needs, by taking into consideration ELLs individual reading levels, mapped out by Fountas and Pinnell.

We currently do not have any SIFE students. However, the administration will make the necessary program and educational revisions as necessary. In the meantime, P.S. 220 will plan for any SIFE student entering our school by accelerating academic and language development by providing additional instructional time before and after school, as well as Saturday classes.

P.S. 220 ELL newcomers are tested with the LAB-R for placement and are given the mandated services based on CR Part 154. ESL teachers sensitively help newcomers acclimate to the school environment by giving a tour of the school and assigning a buddy to the child. Instruction emphasizes phonetics and phonemic awareness which applies to the four strands of ESL: Listening, Speaking, Reading and Writing. Additionally, students receive support through technological resources such as Leapfrog and online educational programs. Because NCLB requires ELA testing for ELLs after one year, in preparation, newcomers receive differentiated instruction at grade level along with test taking strategies.

Long – Term ELLs are disaggregated into two groups, Regressed and Stalled according to the NYSESLAT. For ELLs to achieve English Proficiency, the ESL

teachers have created an Inquiry Team where the progress of these ELLs is closely monitored. To promote academic success, ESL teachers develop strategies that will be implemented within the classroom to support the needs of the Long- Term ELLs. Additionally, through collaboration the ESL teachers are able to share these strategies with the mainstream teachers where they can incorporate them within their lessons to further assist Long-Term ELLs. Furthermore, these ELLs are also invited to attend the AIS Extend Day Program and the afterschool Title III program.

ELLs identified as having special needs are serviced according to their I.E.P. They are also entitled to receive test modifications on all exams administered. Some of these ELLs receive SETSS, in CTT classrooms or in self-contained classrooms. All ELLs with special needs attend the AIS Extended Day Program and they are also invited to attend the Title III Program.

Our Academic Intervention Service targets students who need extra support in all subject areas. Teachers create lessons that facilitate the academic intervention needs of the students and teach them strategies which will allow them to overcome academic problems. Based on assessment data, ELLs who require extra support are mandated to stay after school for 37 and ½ minutes. ELLs who attend AIS are serviced either by an ESL teacher or a mainstream teacher. Collaboration among the ESL teachers and the mainstream teachers takes place in order to provide ELLs with the strategies needed to excel.

In order to support the transition of ELLs into the mainstream classroom, ESL teachers collaborate and plan with the grade leader. These former ELLs are entitled to testing modifications of up to 2 years on all state exams. P.S. 220, extends the invitation to former ELLs to participate in the AIS Extended Day program.

Services that an ELL receives are based on the decision reached at a SBST meeting. The SBST committee meets with the parents, the mainstream teacher, special education teacher and the ESL teacher to decide if at this time certain services are necessary for the child in question. During the meeting, all members come together and discuss the academic performance of the student. Based on all members input, a final decision is made on whether or not a service should be continued or discontinued.

All students at P.S. 220 are afforded equal access to all school programs. We offer our ELLs the Title III program in order to facilitate them in achieving their academic goals. This program is offered to Beginner/Intermediate and Advanced ELLs in 1<sup>st</sup> – 5<sup>th</sup> grades. During small group instruction, ESL teachers have the opportunity to execute differentiated lessons for students who are regressed or stalled. Instruction is conducted by 3 certified ESL teachers and is aligned with content areas, ELA, Math, Science and Social Studies. However, to further improve instruction for the following year, additional content area books will be purchased for all grades. To prevent an increase in the number of regressed and stalled ELLs in the near future, we will be purchasing the Leapfrog Literacy centers for the lower grades which provide explicit, direct instruction in the five areas critical to reading success: phonemic awareness,

phonics, vocabulary, comprehension, and fluency. It also links engaging activities to key early literacy skills for whole group, small group, and individual instruction. Through the Title III program, ELLs have the opportunity to participate in our educational trips which are held on Saturdays. Our goal for our ELLs is not only to flourish academically but also socially.

To engage our ELLs, P.S. 220 has invested money in purchasing instructional materials to support all academic needs. In order to enhance instruction in English with native language support, we have created a multicultural library consisting of literature from different parts of the world. Our students' culture and cultural experiences are a vital component when we are creating our lessons. Additional materials used to support ELLs are realia, visual aids (charts, word walls, pictures, big books), educational games, math manipulatives, Benchmark Nonfiction text and Mentor text outlined in the monthly Teachers College Reading and Writing Curriculum for each grade. All students at P.S. 220 are actively engaged in the use of technology throughout the day. Our ELLs have the opportunity to utilize laptops found in their classrooms to differentiate their learning. Teachers use visual aids on the computer to help students gain an understanding of concepts being taught throughout the curriculum. The Smart Board located in our technology lab, allows ELLs to interact not only visually but kinesthetically.

When a child enters our school, the child is given the LAB-R according to their grade level. The LAB-R identifies whether the child is eligible for ESL services. Additionally, this assessment provides the information needed to group children according to their proficiency level (Beginner, Intermediate and Advanced). All lessons support and are aligned with grade level curriculum. Furthermore, to differentiate for our ELLs, these lessons are modified according to their proficiency levels. There is a broad range of resources utilized in accommodating all proficiency levels. For newcomers and beginners, there is a strong emphasis placed on visuals, visual prompts, realia and Total Physical Response (TPR), whereas instruction for Intermediate and Advanced ELLs focuses more on complex concepts, sight words, syntax, academic vocabulary, semantics, pragmatics and deconstructing and reconstructing of sentences.

P.S. 220 is a multicultural school which allows our newcomers to quickly adjust to their new learning environment and country. We have 30 different cultures and languages represented in our school. This helps facilitate the difficult transition a new student must overcome when entering our school. This diversity serves as a tool to enable our ELLs to adapt easily to their new surroundings. A buddy system has been implemented to pair a newcomer with a native student who shares the same home language. In addition, each newcomer is taken on a tour of the school by an ESL teacher to identify all important locations eg. bathroom, lunch room, auditorium, etc. Furthermore, the ESL teachers host a Parent Orientation which introduces the Free Standing English as a Second Language program, where parents receive instructional information and are given the opportunity to ask questions.

The ESL team will be encouraged to attend and participate in periodic school based and city wide professional development as offered by Universities and TESOL.

Current research and practices introduced during these meetings will then be turn-keyed as professional development to our entire staff which is then implemented throughout the school. As per Jose P. mandated 7.5 hours, records of these meetings are maintained through sign-in sheets and agendas provided at the meetings. As ELLs move throughout the grades, our team supports the staff in several ways. The ESL team provides data to the teachers on their current students. This data is then recorded at the end of the year on an articulation card for every child's new teacher. Our ESL room has an open door policy for staff members who may want to articulate concerns and questions about their new ESL students. When concerns arise, we supply teachers with strategies and materials to bridge language acquisition with grade level curriculum.

The goal of P.S. 220 is not only to accommodate the students but the families as well. We have an active PA which meets regularly to discuss concerns within the school community, upcoming events and to organize student functions/fundraisers. Parents are invited to attend our annual Holiday show, the International Festival and our educational school trips. In the beginning of the school year parents are given a needs assessment survey which helps the school personnel identify the needs and take the proper action. Parents are invited to attend Curriculum Night, where they have the opportunity to meet their child's teacher/s, learn about the curriculum and expectations per grade level. We also have staff members on-site to assist with translations for our ELL parents. The Office of English Language Learners also organizes various workshops for parents where they have translators on site to assist non-English speaking parents. The ESL team and ELL parents attend these insightful workshops where we learn new mandates and regulations regarding the education of ELLs. The ELL parents also partake in a Parent Orientation hosted by the ESL team where they receive information in their native language about the different English learning programs offered by New York City for their child.

## Part IV: Assessment Analysis

Overall NYSESLAT proficiency results and LAB-R for new admits by grade are provided below in detail:

### NYSESLAY PROFICIENCY RESULTS FOR THE PAST THREE YEARS

Grade Level	Yrs. of Serv.	Home Lang.	2010 Prof Lvl	2009 Prof Lvl	2008 Prof Lvl
0K	0	TZ	B		
01	0	UZ	B		
01	0	RU	B		
01	1	RU	I		
01	1	MN	A		
01	1	TU	A		
01	1	SP	B		
01	1	FU	B		
01	1	SP	I		
01	1	SP	I		
01	1	UD	B		
01	1	SP	B		
01	1	RU	B		
01	1	RU	B		
01	1	SP	A		
01	1	BG	B		
01	1	TA	I		
01	0	SP	I		
01	0	SP	B		
01	1	HE	I		
01	1	PJ	I		
01	1	SP	A		
01	1	SP	A		
01	1	RU	I		
02	0	UZ	B		
02	1	SP		B	
02	2	TZ	B	B	
02	3	RU	A	B	B
02	1	BG	I	B	
02	2	RU	A	I	
02	2	RU	I	B	
02	1	GJ	B	B	
02	2	SP	A	B	
02	0	SP	B		

02	1	UD	A	B	
02	1	UZ	I		
02	1	SP	I	I	
02	1	BG	A	I	
02	1	RU	A	A	
02	2	RU	I	A	
02	2	RU	A	I	
02	1	RU	A	B	
02	1	UZ	A		
02	1	UD	B	B	
02	1	SP	A	B	
02	2	SP	I	I	
03	3	RU	I	I	I
03	3	RU	I	A	B
03	1	TU	I	I	I
03	4	SP	A	A	A
03	2	RU	A	I	
03	1	TZ	I		
03	2	RU	A	A	I
03	0	RU	B		
03	3	SP	B	A	B
03	2	AR	I	I	
03	0	RU	B		
03	3	SP	I	A	I
04	3	RU	A	I	I
04	4	RU	A	A	A
04	4	RU	A	I	A
04	3	RU	I	I	I
04	2	RU	I	B	I
04	2	AL	I	I	A
04	3	SP	A	I	I
04	4	SP	A	B	B
04	1	UZ	I		
04	2	UZ	A	A	I
04	2	RU	A		
04	3	PL	A	I	A
04	4	CH	A	A	I
04	4	HE	A	I	A
04	3	RU			I
04	4	RU	A	I	I
04	1	TA	I	B	
04	4	UD	I	A	
04	0	UZ	B		
04	3	TU	A	I	I
05	3	TU	I	I	B
05	3	TU	I	A	I
05	4	SP	I	I	I
05	0	UZ	B		
05	2	RU	B	B	I

05	1	HE	I	B	
05	2	AR	A	I	
05	5	RU	A	A	A
05	5	RU	A	A	A
05	1	HE	B		
05	1	UZ	I		
05	3	UZ	A	I	
05	2	HE	A	I	
05	5	RU	A	A	A
05	5	JA	A	A	I
05	5	MN	A	A	I

**X- CODED**

**Special Ed.**

**Regressed**

**Stalls**

## 2010 Newcomer LAB-R Results

GRD LVL	LBR YR	LBR RS
K	2010	24
K	2010	23
K	2010	0
K	2010	24
K	2010	0
K	2010	3
K	2010	0
K	2010	0
K	2010	15
K	2010	24
K	2010	22
K	2010	21
K	2010	23
K	2010	19
K	2010	6
K	2010	23
K	2010	17

K	2010	0
K	2010	9
K	2010	13
K	2010	21
K	2010	0
K	2010	0
K	2010	6
K	2010	12
K	2010	7
K	2010	24
K	2010	23
K	2010	24
K	2010	24
K	2010	24
K	2010	25
K	2010	19
Grade 1	2010	33
Grade 1	2010	0
Grade 2	2010	0
Gade 3	2010	0
Gade 3	2010	0
Grade 4	2010	0
Grade 4	2010	0
Grade 5	2010	52

### NYSESLAT Modality Analysis by Grade

Grade Level	Yrs of Serv	Home Lang.	2010 Lis/Sp Prof Lvl	2010 Read/Wr Prof Lvl	2010 Prof Lvl	2009 Lis/Sp Prof Lvl	2009 Read/Wr Prof Lvl	2009 Prof Lvl	2008 Lis/Sp Prof Lvl	2008 Read/Wr Prof Lvl	2008 Prof Lvl
0K	0	TZ	B	B	B						
01	0	UZ	B	B	B						
01	0	RU	I	B	B						
01	1	RU	A	I	I						
01	1	MN	A	P	A						
01	1	TU	P	A	A						
01	1	SP	I	B	B						

01	1	FU	A	B	B						
01	1	SP	P	I	I						
01	1	SP	P	I	I						
01	1	UD	A	B	B						
01	1	SP	I	B	B						
01	1	RU	I	B	B						
01	1	RU	B	B	B						
01	1	SP	P	A	A						
01	1	BG	A	B	B						
01	1	TA	P	I	I						
01	0	SP	A	I	I						
01	0	SP	I	B	B						
01	1	HE	P	I	I						
01	1	PJ	I	I	I						
01	1	SP	P	A	A						
01	1	SP	A	A	A						
01	1	RU	I	I	I						
02	0	UZ	B	B	B						
02	1	SP				A	B	B			
02	2	TZ	A	B	B	A	B	B			
02	3	RU	P	A	A	A	B	B	I	B	B
02	1	BG	A	I	I	A	B	B			
02	2	RU	A	P	A	P	I	I			
02	2	RU	A	I	I	P	B	B			
02	1	GJ	I	B	B	I	B	B			
02	2	SP	A	P	A	P	B	B			
02	0	SP	B	B	B						
02	1	UD	A	P	A	I	B	B			
02	1	UZ	I	A	I						
02	1	SP	P	I	I	A	I	I			
02	1	BG	A	P	A	A	I	I			
02	1	RU	P	A	A	P	A	A			
02	2	RU	P	I	I	P	A	A			
02	2	RU	P	A	A	A	I	I			

02	1	RU	A	P	A	A	B	B			
02	1	UZ	A	P	A						
02	1	UD	A	B	B	A	B	B			
02	1	SP	A	A	A	P	B	B			
02	2	SP	A	I	I	P	I	I			
03	3	RU	A	I	I	P	I	I	A	I	I
03	3	RU	A	I	I	P	A	A	I	B	B
03	1	TU	A	I	I	A	I	I	A	I	I
03	4	SP	P	A	A	P	A	A	P	A	A
03	2	RU	P	A	A	P	I	I			
03	1	TZ	A	I	I						
03	2	RU	A	A	A	P	A	A	I	I	I
03	0	RU	B	B	B						
03	3	SP	P	B	B	A	A	A	A	B	B
03	2	AR	P	I	I	I	I	I			
03	0	RU	B	B	B						
03	3	SP	P	I	I	P	A	A	P	I	I
04	3	RU	P	A	A	P	I	I	P	I	I
04	4	RU	A	A	A	P	A	A	P	A	A
04	4	RU	P	A	A	A	I	I	A	P	A
04	3	RU	A	I	I	A	I	I	A	I	I
04	2	RU	A	I	I	P	B	B	A	I	I
04	2	AL	I	I	I	A	I	I	A	A	A
04	3	SP	P	A	A	P	I	I	A	I	I
04	4	SP	A	A	A	A	B	B	I	B	B
04	1	UZ	A	I	I						
04	2	UZ	P	A	A	P	A	A	I	I	I
04	2	RU	P	A	A						
04	3	PL	P	A	A	P	I	I	A	A	A
04	4	CH	P	A	A	A	A	A	I	P	I
04	4	HE	P	A	A	P	I	I	P	A	A
04	3	RU							P	I	I
04	4	RU	P	A	A	P	I	I	P	I	I
04	1	TA	A	I	I	I	B	B			

04	4	UD	P	I	I	P	A	A			
04	0	UZ	B	B	B						
04	3	TU	P	A	A	A	I	I	A	I	I
05	3	TU	P	I	I	A	I	I	A	B	B
05	3	TU	P	I	I	A	A	A	A	I	I
05	4	SP	P	I	I	A	I	I	I	I	I
05	0	UZ	B	B	B						
05	2	RU	A	B	B	A	B	B	P	I	I
05	1	HE	A	I	I	B	B	B			
05	2	AR	P	A	A	A	I	I			
05	5	RU	P	A	A	A	A	A	P	A	A
05	5	RU	P	A	A	P	A	A	P	A	A
05	1	HE	I	B	B						
05	1	UZ	A	I	I						
05	3	UZ	A	P	A	A	I	I			
05	2	HE	P	A	A	I	I	I			
05	5	RU	A	A	A	P	A	A	P	A	A
05	5	JA	A	A	A	A	A	A	A	I	I
05	5	MN	P	A	A	P	A	A	P	I	I

Additional data utilized within the classroom to assess the early literacy skills of our ELLs is TCRWP which includes running records, concepts of print, conference notes, letter identification and sound recognition. Due to an increase in our ESL population, the September assessments indicate that 16 Kindergarten ELL students are unable to recognize their letters and 30 Kindergarten ELL students are unable to identify sounds. In first grade, according to our assessments, two ELL students are identified as pre-emergent readers. Based on the results of our assessments, ESL teachers create differentiated lessons to meet the needs of their students. Students acquire new strategies and utilize them in their classrooms on a daily basis.

### **Assessment Data**

## 1<sup>st</sup> Grade

### Listening and Speaking

Beginner	Intermediate	Advanced	Proficient
13 %	29%	29%	29%

### Reading and Writing

Beginner	Intermediate	Advanced	Proficient
46%	33%	17%	4%

## 2<sup>nd</sup> Grade

### Listening and Speaking

Beginner	Intermediate	Advanced	Proficient
9%	9%	59%	23%

### Reading and Writing

Beginner	Intermediate	Advanced	Proficient
27%	23%	23%	27%

## 3<sup>rd</sup> Grade

### Listening and Speaking

Beginner	Intermediate	Advanced	Proficient
16%	0%	42%	42%

### Reading and Writing

Beginner	Intermediate	Advanced	Proficient
25%	50%	25%	0%

## 4<sup>th</sup> Grade

**Listening and Speaking**

Beginner	Intermediate	Advanced	Proficient
5%	5%	30%	60%

**Reading and Writing**

Beginner	Intermediate	Advanced	Proficient
5%	35%	60%	0%

**5<sup>th</sup> Grade****Listening and Speaking**

Beginner	Intermediate	Advanced	Proficient
6%	6%	38%	50%

**Reading and Writing**

Beginner	Intermediate	Advanced	Proficient
19%	31%	44%	6%

An analysis of the LAB-R and NYSESLAT indicate that in Kindergarten there are 23 students who scored at the Beginning and Intermediate levels and 17 at the Advanced level. In First grade there are 19 students who scored at the Beginning and Intermediate levels and 6 at the Advanced level. In Second grade there are 13 students who scored at the Beginning and Intermediate levels and 10 at the Advanced level. In Third grade there are 13 students who scored at the Beginning and Intermediate levels and 3 at the Advanced level. In Fourth grade there are 10 students at the Beginning and Intermediate levels and 12 at the Advanced level. In Fifth grade there are 13 students rated at the Beginning and Intermediate levels and 9 at the Advanced level. We can conclude that the majority of the ELLs are found in the Beginning and Intermediate levels. Data also indicates that the majority of Advanced Level ELLs are found in Kindergarten.

An analysis of our assessment data indicates that students achieve proficiency in Listening and Speaking sooner than in Reading and Writing. The percentage of ELLs who achieve proficiency in Listening and Speaking continues to increase from lower grades to upper grades. Furthermore, the percentage of ELLs approaching proficiency in Reading and Writing, increases along grade levels as well. It is interesting to note that this trend in percentages in Listening and Speaking and Reading and Writing slightly decrease from 4<sup>th</sup> to 5<sup>th</sup> grade. We may want to consider that the NYSESLAT separately

bands grades 2-4 and 5-6. These findings have allowed us to target the advanced ELLs and differentiate our instruction to help them achieve proficiency.

Success of our ELLs in the ESL program is based on the NYSESLAT, ELA, Math, Social Studies and Science state exams. Our overall NYSESLAT scores indicate that 18% of our ELL population achieved proficiency. Our ELA exam results indicate that out of 22 3<sup>rd</sup> grade ELLs, 45% are at or approaching proficiency. Out of 19 ELL students in 4<sup>th</sup> grade, 63% are at or approaching proficiency. On the Math exam, out of 24 ELLs in 3<sup>rd</sup> grade, 25% are proficient. Out of 21 4<sup>th</sup> grade ELLs, 19% are proficiency in Math. Science exam results are as follows: out of 19 4<sup>th</sup> grade ELLs, 32% are proficient. In Social Studies, out of 11 5<sup>th</sup> grade ELLs 36% are proficient. It is evident from the exam scores at our ELLs are not only acquiring language but they are also able to apply language in content areas.

ELL students took the ELL Periodic Assessment in November 2009. The assessment measured student knowledge of ESL standards that will be included on the NYSESLAT in the spring of 2010. After analyzing the data, we noticed that children needed support in reading and writing. Professional development was designed by the ESL team to provide teachers with a tool box of reading and writing strategies that they can utilize in their classrooms. These strategies helped scaffold content areas.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 220 Edward Mandel					
<b>District:</b>	28	<b>DBN:</b>	28Q220	<b>School</b>		342800010220

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	31	27	31		94.7	95.2	95.3
Kindergarten	81	86	104				
Grade 1	71	85	98	<b>Student Stability - % of Enrollment:</b>			
Grade 2	71	76	88	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	85	68	84		91.5	94.5	93.2
Grade 4	74	84	67				
Grade 5	65	74	92	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.4	81.6	75.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	3	5
Grade 12	0	0	0				
Ungraded	3	6	3	<b>Recent Immigrants - Total Number:</b>			
Total	481	506	567	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	11	8

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	25	26	Principal Suspensions	6	2	8
# in Collaborative Team Teaching (CTT) Classes	59	55	54	Superintendent Suspensions	3	4	1
Number all others	19	17	19				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	44	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	16	7
# receiving ESL services only	117	75	TBD				
# ELLs with IEPs	27	34	TBD	Number of Educational Paraprofessionals	9	10	21

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.7	100.0
				% more than 2 years teaching in this school	69.6	77.3	86.7
				% more than 5 years teaching anywhere	54.3	59.1	66.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	98.0	97.8
American Indian or Alaska Native	0.4	0.4	0.4	% core classes taught by "highly qualified" teachers	81.5	100.0	100.0
Black or African American	6.2	7.5	6.7				
Hispanic or Latino	24.9	24.5	25.7				
Asian or Native Hawaiian/Other Pacific	22.9	26.3	25.0				
White	45.5	40.7	41.8				
<b>Male</b>	59.0	57.9	58.6				
<b>Female</b>	41.0	42.1	41.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	61.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>209</b>	District <b>28</b>	School Number <b>220</b>	School Name <b>Edward Mandel</b>
Principal <b>Josette Pizarro</b>		Assistant Principal <b>Hope Monnes</b>	
Coach <b>Suzann Valenzuela</b>		Coach	
Teacher/Subject Area <b>Dimitra Galatsanos/ESL</b>		Guidance Counselor <b>C. Dimotroplous/F. Amey</b>	
Teacher/Subject Area <b>Nora Shabani/ESL</b>		Parent	
Teacher/Subject Area <b>Jeanne Costa/ESL</b>		Parent Coordinator <b>Teresa Hooks</b>	
Related Service Provider <b>Sue Hecht/SETTS</b>		Other	
Network Leader <b>Marlene Wilks</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>560</b>	Total Number of ELLs	<b>148</b>	ELLs as Share of Total Student Population (%)	<b>26.43%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

Upon entering P.S. 220, new admits are interviewed to determine eligibility for LAB-R assessment. During the registration process the parent and the student are interviewed by a pedagogue in English and if necessary a translator is provided to assist with the completion of the Home Language Identification Survey. LAB-R testing occurs within 10 days of entry into our school. If the child is identified as an ELL, the ESL teacher will send entitlement letters to the parents to inform them of their child's LAB-R score and to invite them to our Program Selection Parent Orientation. All letters sent home are translated into their native language. In addition, our ESL teachers follow up with parents through reminder letters and phone calls. Furthermore, the parent coordinator assists in this process.

During our Program Selection Parent Orientation, parents are introduced to three program options offered in New York City Public Schools: Free Standing English as a Second Language, Dual Language and Transitional Bilingual Education. At the moment, P.S. 220 offers the Free Standing English as a Second Language program. Parents understand program options by viewing the Program Choice DVD in their native language which explains the various English learning program options. In the event their native language is not available, an L1 translator will be made available. After viewing the Program Choice DVD, parents are asked to visit the ESL classroom where the ESL teachers further discuss the program options and address any other concerns. Parents are also introduced to the New York State English as a Second Language Achievement Test (NYSESLAT) which is utilized to annually evaluate our ELL population.

The ESL team reviews trends of the NYSESLAT in order to develop strategies necessary in assisting ELLs to achieve their academic goals. ESL teachers at P.S. 220 also utilize this data to further enhance learning by articulating and collaborating with mainstream teachers to create language and comprehension goals for the students. Furthermore, ESL teachers host strategic Professional Development for the staff where they share findings concluded from the NYSESLAT and strategies that will equip them in enhancing their instruction. At the end of our discussion, parents are asked to complete the Parent Survey and Parent Selection form, where they are encouraged to choose the program that fits their child's needs. For the past few years the trend for program selection has been that the majority of our parents have opted for English as a Second Language. If parents opt for a program that is not offered in our school, the ESL teachers along with the parent coordinator accommodate them by finding a neighboring school that would meet the needs of their children. The aforementioned above is repeated for those students who might be admitted throughout the school year.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

<b>Freestanding ESL</b>														
Self-Contained														0
Push-In	2	2	2	2	2	2	0	0	0	0	0	0	0	12
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>12</b>						

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	148	Newcomers (ELLs receiving service 0-3 years)	133	Special Education	31
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	134	0	28	14	0	3	0	0	0	148
<b>Total</b>	<b>134</b>	<b>0</b>	<b>28</b>	<b>14</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>148</b>

Number of ELLs in a TBE program who are in alternate placement:

**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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	9	6	4	2	1								31
Chinese	2	1	0	0	1	1								5
Russian	20	4	7	6	9	6								52
Bengali	1	1	2	0	0	0								4
Urdu	0	1	2	0	1	0								4
Arabic	0	0	0	1	0	1								2
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	1	0	0	0	0								1
Polish	0	0	0	0	1	0								1
Albanian	0	0	0	0	1	0								1

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	8	8	6	5	7	13								47
<b>TOTAL</b>	<b>40</b>	<b>25</b>	<b>23</b>	<b>16</b>	<b>22</b>	<b>22</b>	<b>0</b>	<b>148</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

P.S. 220 offers the Freestanding English as a Second Language (ESL) program to students who are identified as ELLs. Our ESL program provides instruction in English with native language support to acquire the English language. We follow both the Push-In and Pull-Out models. During Push-In, the ESL teachers work with ELLs during content instruction in collaboration with mainstream classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. With our Pull-Out model, ESL teachers pull out ELLs of different proficiency levels from the same grade but from various classes for English acquisition focused instruction. Within our program the main focus is to collaborate with general education teachers to ensure curricular alignment. Our 3 certified ESL teachers provide the mandated number of instructional minutes according to proficiency levels. Our Beginner and Intermediate students receive 360 minutes of ESL instruction per week, while our Advanced ELLs receive 180 minutes of ESL instruction per week according to regulation CR Part 154.

In the Freestanding English as a Second Language program the ESL teachers align their instruction according to content units of study. The ESL teachers employ scaffolding strategies found in Walqui's Model to enrich language development. Our ESL teachers model the required tasks by employing graphic organizers and Total Physical Response (TPR). We bridge new concepts by tapping into students' prior knowledge. We contextualize new concepts and language by using realia, manipulatives, graphic representation, and verbal analogies familiar to students. Teachers use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation we assist students in recreating concepts and language from one genre into another. We ensure that our ELLs apply metacognitive strategies by using self monitoring checklists, student assessment charts and rubrics. ESL instruction is differentiated according to proficiency levels. Through small group instruction ESL teachers are employing the Balanced Literacy Model to accommodate all learning needs, by taking into consideration ELLs individual reading levels, mapped out by Fountas and Pinnell.

We currently do not have any SIFE students. However, the administration will make the necessary program and educational revisions as necessary. In the meantime, P.S. 220 will plan for any SIFE student entering our school by accelerating academic and language development by providing additional instructional time before and after school, as well as Saturday classes.

P.S. 220 ELL newcomers are tested with the LAB-R for placement and are given the mandated services based on CR Part 154. ESL teachers sensitively help newcomers acclimate to the school environment by giving a tour of the school and assigning a buddy to the child. Instruction emphasizes phonetics and phonemic awareness which applies to the four strands of ESL: Listening, Speaking, Reading and Writing. Additionally, students receive support through technological resources such as Leapfrog and online educational programs. Because NCLB requires ELA testing for ELLs after one year, in preparation, newcomers receive differentiated instruction at grade level along with test taking strategies.

Long – Term ELLs are disaggregated into two groups, Regressed and Stalled according to the NYSESLAT. For ELLs to achieve English Proficiency, the ESL teachers have created an Inquiry Team where the progress of these ELLs is closely monitored. To promote academic success, ESL teachers develop strategies that will be implemented within the classroom to support the needs of the Long- Term ELLs. Additionally, through collaboration the ESL teachers are able to share these strategies with the mainstream teachers where they can incorporate them within their lessons to further assist Long-Term ELLs. Furthermore, these ELLs are also invited to attend the AIS Extend Day Program and the afterschool Title III program.

ELLs identified as having special needs are serviced according to their I.E.P. They are also entitled to receive test modifications on all exams administered. Some of these ELLs receive SETSS, in CTT classrooms or in self-contained classrooms. All ELLs with special needs attend the AIS Extended Day Program and they are also invited to attend the Title III Program.

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

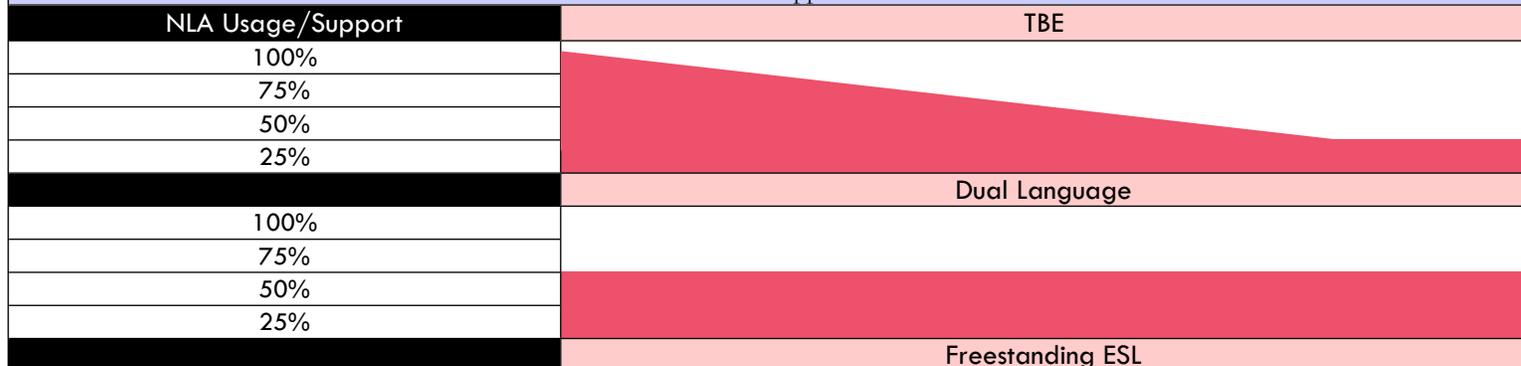
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Our Academic Intervention Service targets students who need extra support in all subject areas. Teachers create lessons that facilitate the academic intervention needs of the students and teach them strategies which will allow them to overcome academic problems. Based on assessment data, ELLs who require extra support are mandated to stay after school for 37 and ½ minutes. ELLs who attend AIS are serviced either by an ESL teacher or a mainstream teacher. Collaboration among the ESL teachers and the mainstream teachers takes place in order to provide ELLs with the strategies needed to excel.

In order to support the transition of ELLs into the mainstream classroom, ESL teachers collaborate and plan with the grade leader. These former ELLs are entitled to testing modifications of up to 2 years on all state exams. P.S. 220, extends the invitation to former ELLs to participate in the AIS Extended Day program.

Services that an ELL receives are based on the decision reached at a SBST meeting. The SBST committee meets with the parents, the mainstream teacher, special education teacher and the ESL teacher to decide if at this time certain services are necessary for the child in question. During the meeting, all members come together and discuss the academic performance of the student. Based on all members input, a final decision is made on whether or not a service should be continued or discontinued.

All students at P.S. 220 are afforded equal access to all school programs. We offer our ELLs the Title III program in order to facilitate them in achieving their academic goals. This program is offered to Beginner/Intermediate and Advanced ELLs in 1st – 5th grades.

During small group instruction, ESL teachers have the opportunity to execute differentiated lessons for students who are regressed or stalled. Instruction is conducted by 3 certified ESL teachers and is aligned with content areas, ELA, Math, Science and Social Studies. However, to further improve instruction for the following year, additional content area books will be purchased for all grades. To engage our ELLs, P.S. 220 has invested money in purchasing instructional materials to support all academic needs. In order to enhance instruction in English with native language support, we have created a multicultural library consisting of literature from different parts of the world. Our students' culture and cultural experiences are a vital component when we are creating our lessons. Additional materials used to support ELLs are realia, visual aids (charts, word walls, pictures, big books), educational games, math manipulatives, Benchmark Nonfiction text and Mentor text outlined in the monthly Teachers College Reading and Writing Curriculum for each grade. All students at P.S. 220 are actively engaged in the use of technology throughout the day. Our ELLs have the opportunity to utilize laptops found in their classrooms to differentiate their learning. Teachers use visual aids on the computer to help students gain an understanding of concepts being taught throughout the curriculum. The Smart Board located in our technology lab, allows ELLs to interact not only visually but kinesthetically.

When a child enters our school, the child is given the LAB-R according to their grade level. The LAB-R identifies whether the child is eligible for ESL services. Additionally, this assessment provides the information needed to group children according to their proficiency level (Beginner, Intermediate and Advanced). All lessons support and are aligned with grade level curriculum. Furthermore, to differentiate for our ELLs, these lessons are modified according to their proficiency levels. There is a broad range of resources utilized in accommodating all proficiency levels. For newcomers and beginners, there is a strong emphasis placed on visuals, visual prompts, realia and Total Physical Response (TPR), whereas instruction for Intermediate and Advanced ELLs focuses more on complex concepts, sight words, syntax, academic vocabulary, semantics, pragmatics and deconstructing and reconstructing of sentences.

P.S. 220 is a multicultural school which allows our newcomers to quickly adjust to their new learning environment and country. We have 30 different cultures and languages represented in our school. This helps facilitate the difficult transition a new student must overcome when entering our school. This diversity serves as a tool to enable our ELLs to adapt easily to their new surroundings. A buddy system has been implemented to pair a newcomer with a native student who shares the same home language. In addition, each newcomer is taken on a tour of the school by an ESL teacher to identify all important locations eg. bathroom, lunch room, auditorium, etc. Furthermore, the ESL teachers host a Parent Orientation which introduces the Free Standing English as a Second Language program, where parents receive instructional information and are given the opportunity to ask questions.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL team will be encouraged to attend and participate in periodic school based and city wide professional development as offered by Universities and TESOL. Current research and practices introduced during these meetings will then be turn-keyed as professional development to our entire staff which is then implemented throughout the school. As per Jose P. mandated 7.5 hours, records of these meetings are maintained through sign-in sheets and agendas provided at the meetings. As ELLs move throughout the grades, our team supports the staff in several ways. The ESL team provides data to the teachers on their current students. This data is then recorded at the end of the year on an articulation card for every child's new teacher. Our ESL room has an open door policy for staff members who may want to articulate concerns and questions about their new ESL students. When concerns arise, we supply teachers with strategies and materials to bridge language acquisition with grade level curriculum.

## E. Parental Involvement

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

The goal of P.S. 220 is not only to accommodate the students but the families as well. We have an active PA which meets regularly to discuss concerns within the school community, upcoming events and to organize student functions/fundraisers. Parents are invited to attend our annual Holiday show, the International Festival and our educational school trips. In the beginning of the school year parents are given a needs assessment survey which helps the school personnel identify the needs and take the proper action. Parents are invited to attend Curriculum Night, where they have the opportunity to meet their child's teacher/s, learn about the curriculum and expectations per grade level. We also have staff members on-site to assist with translations for our ELL parents. The ELL parents also partake in a Parent Orientation hosted by the ESL team where they receive information in their native language about the different English learning programs offered by New York City for their child.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	19	11	7	7	3	8								55
Intermediate(I)	4	8	6	6	7	5								36
Advanced (A)	17	6	10	3	12	9								57
Total	40	25	23	16	22	22	0	0	0	0	0	0	0	148

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	2	2	1	1							
	I		7	2	0	1	1							
	A		7	13	5	6	6							
	P		7	5	5	12	8							
READING/ WRITING	B		10	6	3	1	3							
	I		8	5	6	7	5							
	A		4	5	3	12	7							
	P		1	6	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	9	1	0	22
4	7	10	2	0	19

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5	4	7	0	0	11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		15		5		1		24
4	5		12		1		3		21
5	2		3		5		1		11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		8		4		2		19
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4		3		4		0		11
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

in their classrooms on a daily basis.

An analysis of the LAB-R and NYSESLAT indicate that in Kindergarten there are 23 students who scored at the Beginning and Intermediate levels and 17 at the Advanced level. In First grade there are 19 students who scored at the Beginning and Intermediate levels and 6 at the Advanced level. In Second grade there are 13 students who scored at the Beginning and Intermediate levels and 10 at the Advanced level. In Third grade there are 13 students who scored at the Beginning and Intermediate levels and 3 at the Advanced level. In Fourth grade there are 10 students at the Beginning and Intermediate levels and 12 at the Advanced level. In Fifth grade there are 13 students rated at the Beginning and Intermediate levels and 9 at the Advanced level. We can conclude that the majority of the ELLs are found in the Beginning and Intermediate levels. Data also indicates that the majority of Advanced Level ELLs are found in Kindergarten.

An analysis of our assessment data indicates that students achieve proficiency in Listening and Speaking sooner than in Reading and Writing. The percentage of ELLs who achieve proficiency in Listening and Speaking continues to increase from lower grades to upper grades. Furthermore, the percentage of ELLs approaching proficiency in Reading and Writing, increases along grade levels as well. It is interesting to note that this trend in percentages in Listening and Speaking and Reading and Writing slightly decrease from 4th to 5th grade. We may want to consider that the NYSESLAT separately bands grades 2-4 and 5-6. These findings have allowed us to target the advanced ELLs and differentiate our instruction to help them achieve proficiency.

Success of our ELLs in the ESL program is based on the NYSESLAT, ELA, Math, Social Studies and Science state exams. Our overall NYSESLAT scores indicate that 18% of our ELL population achieved proficiency. Our ELA exam results indicate that out of 22 3rd grade ELLs, 45% are at or approaching proficiency. Out of 19 ELL students in 4th grade, 63% are at or approaching proficiency. On the Math exam, out of 24 ELLs in 3rd grade, 25% are proficient. Out of 21 4th grade ELLs, 19% are proficiency in Math. Science exam results are as follows: out of 19 4th grade ELLs, 32% are proficient. In Social Studies, out of 11 5th grade ELLs 36% are proficient. It is evident from the exam scores at our ELLs are not only acquiring language but they are also able to apply language in content areas.

ELL students took the ELL Periodic Assessment in November. The assessment measured student knowledge of ESL standards that will be included on the NYSESLAT in the spring. After analyzing the data, we noticed that children needed support in reading and writing. Professional development was designed by the ESL team to provide teachers with a tool box of reading and writing strategies that they can utilize in their classrooms. These strategies helped scaffold content areas.

### **Additional Information**

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

Please see attached.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		