



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** P811M-THE MICKEY MANTLE SCHOOL

**DBN :** 75M811

**PRINCIPAL:** BARRY DAUB

**EMAIL:** [BDAUB@SCHOOLS.NYC.GOV](mailto:BDAUB@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** GARY HECHT

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Barry Daub	*Principal or Designee	
Allister Johnson	*UFT Chapter Leader or Designee	
Miriam Susana Lucca	*PA/PTA President or Designated Co-President	
Belinda Garcia	DC 37 Representative	
Maria Garcia	Member/	
Myrna Thomas	Member/	
Frances Martinez	Member/	
Jacqueline Bacchus	Member/	
Jillian Reich	Member/	
Brian Joyce	Member/	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

**By June 2012 Administrators will conduct 6 formative observations for each teacher and at least one formal observation using a research-based Teacher effectiveness Rubric and Teachscape observation and professional development technology that will lead to a 3% increase in Grades 3-5 standardized assessment students achieving level two on the Acuity Predictive Assessment test in ELA and Math.**

### **Comprehensive needs assessment**

Ongoing professional learning is essential to ensure improved student achievement. Professional learning is not an add-on to the work of teaching; it is *integral to* that work. Using Teachscape technology as a data collection tool Administrators will engage in short, frequent cycles of classroom observation, collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction

### **Instructional strategies/activities**

- September 2011 School leaders set up and follow a schedule for teacher observation and feedback referring to a research based rubric.
- October 2011 Teachers self assess on selected components of a research based rubric
- October 2011 Professional Development plans are developed for teachers integrating the selected components of a research based rubric
- October 2011 Teacher involved in determining the criteria for which they will be evaluated.
- October 2011-June 2012 Individual professional development plans for each teacher with delineated steps for progress and movement to the next level with in the continuum
- November 2011 - teacher learning communities will target instructional practices and critique student work as it related to addressing Common Core Learning Standards for ELA and Math.
- October 2011-June 2012 Formal and Informal Observation Reports will give targeted feedback on elements of the Workshop Model of instruction and other teaching strategies.

### **Strategies to increase parental involvement**

- Extend and expand communication and collaboration with parents to increase their capacity to assist in their children's learning and to enable them to track progress towards attaining goals.
- Explore ways to increase parent engagement so that parents are partners in student learning as well as being actively involved in the school community.
- Improve the effectiveness of Parent Teacher conferences
- Help Families identify and advocate for the right school for their child
- Make the school more open and accessible

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Train staff in Common Core Standards
- Purchase all materials to support rigorous student instruction
- Enlist trained staff to lead professional development workshops
- Identify common planning periods for staff to collaborate
- Identify location and provide needed materials for professional developments
- Monthly faculty conferences
- Calendar of observations, walkthroughs, professional developments, and mentor meetings
- Identify experienced staff to work with new teachers

## Service and program coordination

**The following Programs Expand upon and deepen the work we are doing with our students across grades and disabilities in many in many areas of student learning and social emotional growth including enhanced student outcomes physically, nutritionally, emotionally, socially and academically.**

- Wellness in the Schools- inspires healthy eating, environmental awareness and fitness as a way of life for kids in New York City's public schools. Through a partnership with school leadership, teachers, chefs, coaches, parents and students, Wellness in the Schools creates healthier schools and families. WITS believes that healthy bodies make healthy minds, in order to shape both we provide hands-on programs like Cook for Kids, Green for Kids and Coach for Kids. These programs create healthier meals, healthier environments and opportunities for regular play and fitness activities.
- Overcoming Obstacles- includes curriculum materials for middle and high schools, teacher training, and ongoing program support. The Overcoming Obstacles Life Skills Program is unique, tested, and proven. It helps educators teach over 20 important life skills that all young people need, beginning with the most critical: communication, decision making, and goal setting.
- Emotional Literacy- Successful schools ensure that all students master basic skills such as reading and math and have strong backgrounds in other subject areas, including science, history, and foreign language. Recently, however, educators and parents have begun to support a broader educational agenda one that enhances teachers' and students' social and emotional skills. Research indicates that social and emotional skills are associated with success in many areas of life, including effective teaching, student learning, quality relationships, and academic performance. Moreover, a recent meta-analysis of over 300 studies showed that programs designed to enhance social and emotional learning significantly improve students' social and emotional competencies as well as academic performance.
- The Children's Museum of Manhattan (CMOM)- This is the second year that we are partnering with CMOM. Our overall goals are to increase: Parental Involvement, Play & Leisure Skills, and Social & Language Skills in our 6:1:1 and Pre-K populations. The ABLLS-R assessment will be used to measure progress in these areas. Our collaboration with the museum works on increasing parental involvement by: Inviting parents to weekly museum visits and our monthly Parent Support Groups at the Museum. CMOM also provides yearlong free museum memberships for our families. The school/museum partnership will help to increase our students' play, social and language skills by; being consistent with visits to the museum to develop routine, by using adapted books and materials that prepare students for ways to play appropriately, and by providing the museum staff and our staff with visual aides to promote communication and appropriate play. Students get a chance to interact with other classes and staff and that also helps to increase social skills. Additionally teachers and paraprofessionals have benefited by having a different environment to work on generalizing skills, community based skills and seeing students learn through play & exploration.
- GRTL (Get Ready To Learn) Get Ready to Learn is a program designed to help students who may come to school with poor learning, low attention and distracting behaviors. It is a 5 part program which uses Centering, Breathing exercises, Postures, Deep Relaxation and Chanting to organize the body and brain and replace negative states with "ready" states. The program is designed to be implemented first thing in the morning in order to get the students ready to learn. Teachers use a 4 point scale data system on a google docs spreadsheet to input weekly data. The data looks at four areas in the hour following the program. The four areas that data is taken on are: attention, task performance, expressive communication, and self-regulation skills.
- Mighty Milers-The Mighty Milers program is a new addition to the physical education curriculum. Each week students run two 20-minute sessions and accumulate laps that are in turn translated into miles. Each student has a goal to run 26.2 mile (a full marathon) this year. Students also participate in weekend

Jamboree running events as well as Fun Runs sponsored by the New York Road Runners Foundation. Individual progress is logged daily on the mighty milers website and our school goal, hanging in the gymnasium, is updated every two weeks.

**Budget and resources alignment**

- Tax Levy Monies will be used for out of classroom positions, for Standardized and Alternate Assessment Coordinators, Positive Behavior Support Coach.
- Common preparatory and teaching periods are scheduled to give teachers within and across sites to meet and collaborate.
- Purchase TEACHSCAPE and develop administrative team, observation rubrics, and walk through rubrics

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2**

**Development of effective strategies to increase parent involvement in the school as evidenced by a 5% increase in Parent Satisfaction on the 2011-2012 NYC School Survey Report.**

**Comprehensive needs assessment**

As noted on our last Quality Review we will increase our efforts, to extend and expand communication and collaboration with parents to increase their capacity to assist in their children's learning and to enable them to track progress towards attaining goals. Explore ways to increase parent engagement so that parents are partners in student learning as well as being actively involved in the school community. Involved parents and families combined with quality teaching and learning will increase student achievement.

**Instructional strategies/activities**

- September 2011 Administration key school personnel and parent coordinator will work collaboratively to plan workshops for parents to support positive student outcomes
- September 2011-Parent Meet and Greet Breakfasts at each P811M site.
- September 2011-ongoing Communication with parents will be through newsletters, telephone outreach, e-mails, letters, bulletins, questionnaires and surveys. All information will be available in translated versions as needed.
- September 2011-June 2012 School events will take place such as parent workshops, family days PTA meetings, SLT meetings, Parent Teacher conferences, and scheduled annual IEP reviews. Annual Thanksgiving feasts at all sites. Translators will be available if needed. Families will be given proper notification well in advance of all activities.
- October 2011-Ongoing Special activity assembly's and celebrations of student work will involve families through-out the year
- October 2011 - ARIS Parent Link will be shared with parents through home communication.
- October 2011 PBIS team will meet with parent coordinator to review and plan parent meeting with the PBIS/Emotional Literacy (EL) Team to describe school-wide behavior plan and guidelines for Parent/home component parent.
- October 2011- Provide Monthly regular parent communication regarding the progress of their children.
- January2012 - June 2012- Learning Environment Survey will be discussed and distributed with incentives for completion.

**Strategies to increase parental involvement**

- Extend and expand communication and collaboration with parents to increase their capacity to assist in their children's learning and to enable them to track progress towards attaining goals.
- Explore ways to increase parent engagement so that parents are partners in student learning as well as being actively involved in the school community.
- Improve the effectiveness of Parent Teacher conferences
- Help Families identify and advocate for the right school for their child
- Make the school more open and accessible

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Train staff in Common Core Standards
- Purchase all materials to support rigorous student instruction
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- Identify common planning periods for staff to collaborate
- Develop a needs assessment
- Identify location and provide needed materials for professional developments
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**Service and program coordination**

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**Budget and resources alignment**

- Tax Levy monies Parent Coordinator instructional funding both object code 489 - parent involvement and 130 for supplies.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

**By June 2012, 80% students in Alternate Assessment grades K-8<sup>th</sup> will demonstrate a 3% increase in communication skills as demonstrated on the Student Annual Needs Inventory Assessment (S.A.N.D.I.).**

#### **Comprehensive needs assessment**

There is a need for a school-wide implementation of the Student Annual Needs Inventory Assessment (S.A.N.D.I.) in conjunction with other reliable assessment sources to drive Common Core Learning Standards-based instruction for identified alternate assessment students.

#### **Instructional strategies/activities**

- **October 2011** the Alternate Assessment Coordinator, Site Coordinators, and key teachers will attend an extensive S.A.N.D.I. training provided by District 75.
- October-November 2011: Small groups of teachers will meet during common planning time to form a Professional Learning Community that focuses on implementation of the SANDI assessment and best practices regarding Common Core Learning Standards in the Alternate Assessment classroom.
- **October 2011:** An ARIS community will be created to increase communication and collaboration regarding implementation of SANDI and the Common Core Standards for selected students within our Alternate Assessment Classrooms.
- **November 2011-April 2012:** The Professional Learning Community, focusing on the SANDI assessment will utilize this baseline data from the SANDI assessment to inform instruction and to align IEP goals with the Common Core Standards.
- **April-May 2012:** Utilizing the SANDI assessment, selected students will be assessed for the second time. The data provided from the second testing period will be analyzed by the Professional Learning Community and utilized to drive meaningful instruction based on the CCLS in alternate assessment classrooms.

#### **Strategies to increase parental involvement**

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- Explore ways to increase parent engagement so that parents are partners in student learning as well as being actively involved in the school community.
- Providing information for families on skills required for students in all subjects
- Sending activities packs for parents and students to do together at home that align with in school instruction
- Offering families information on how to assist students to improve skills on various subjects and assessments
- Improve the effectiveness of Parent Teacher conferences
- Help Families identify and advocate for the right school for their child
- Make the school more open and accessible

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Train staff in Common Core Standards
- Purchase all materials to support rigorous student instruction
- Enlist trained staff to lead professional development workshops
- Identify common planning periods for staff to collaborate
- Develop a needs assessment
- Identify location and provide needed materials for professional developments
- Monthly faculty conferences

- Calendar of observations, walkthroughs, professional developments, and mentor meetings

### **Service and program coordination**

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- **Mighty Milers-**The Mighty Milers program is a new addition to the physical education curriculum. Each week students run two 20-minute sessions and accumulate laps that are in turn translated into miles. Each student has a goal to run 26.2 mile (a full marathon) this year. Students also participate in weekend Jamboree running events as well as Fun Runs sponsored by the New York Road Runners Foundation. Individual progress is logged daily on the mighty milers website and our school goal, hanging in the gymnasium, is updated every two weeks.

### **Budget and resources alignment**

- Any necessary funding will be Tax-Levy dollars
- Tax Levy Monies will be used for out of classroom position Alternate Assessment Coordinator
- Common preparatory and teaching periods are scheduled to give teachers within and across sites to meet and collaborate

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

**By June 2012 through the implementation of Common Core Standards based ELA programs, 60% of standardized assessment students in grades 3-5 will show a 5% increase in scale-scores on the 2011-12 ELA Acuity Predictive assessment.**

#### **Comprehensive needs assessment**

Implement a standards-based curriculum aligned to the Common Core Learning standards driven by cohesive mapping and units of study that serve to drive coherent teaching across the organization in meeting the academic needs of all students with a focus on Literacy aligned to the Common Core Learning Standards.

- A comprehensive, differentiated, highly structured reading program that targets student deficiencies and incorporates common core standards.
- A program that is user friendly for teachers and allows for descriptive planning
- A program that is consistent across all grade levels and ratios
- Phonics based

#### **Instructional strategies/activities**

- June 2011 Administration and staff participate in a series of meetings at each site to determine curricular needs and options.
- July 2011 collaborative team created to make school curriculum choices.
- August – September 2011 Create scope and sequence as well as pacing guide for Treasures, Fountas and Pinnell leveled reader system,
- September – December 2011 - Administration, school based coaches and District 75 literacy coaches will provide targeted professional development to ensure that all teachers are delivering a comprehensive, balanced literacy and Math block of instruction each day.
  - September 2011 Student reading levels will be determined by the Fountas and Pinnell reading assessment
- November 2011 - teacher learning communities will target instructional practices and critique student work as it related to addressing Common Core Learning Standard 1 for Reading and Writing for Informational Text.
- November 2011- Grade specific portfolio checklists will be developed for each student to track their progress in mastering Common Core Reading and Writing Standard 1 for Informational Text
- October 2011– June 2012 - Learning Academies will take place each day, whereby cluster teachers will deliver targeted, pull-out, guided reading instruction to individual students during non Math and ELA periods of instruction, based on the Fountas and Pinnell leveled reader system.

#### **Strategies to increase parental involvement**

- Extend and expand communication and collaboration with parents to increase their capacity to assist in their children's learning and to enable them to track progress towards attaining goals.
- Explore ways to increase parent engagement so that parents are partners in student learning as well as being actively involved in the school community.
- Improve the effectiveness of Parent Teacher conferences
- Providing information for families on skills required for students in all subjects
- Sending activities packs for parents and students to do together at home that align with in school instruction
- Offering families information on how to assist students to improve skills on various subjects and assessments
- Help Families identify and advocate for the right school for their child
- Make the school more open and accessible

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Train staff in Common Core Standards
- Purchase all materials to support rigorous student instruction
- Enlist trained staff to lead professional development workshops
- Identify common planning periods for staff to collaborate
- Develop a needs assessment
- Identify location and provide needed materials for professional developments
- Monthly faculty conferences
- Calendar of observations, walkthroughs, professional developments, and mentor meetings

### **Service and program coordination**

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- Emotional Literacy- Successful schools ensure that all students master basic skills such as reading and math and have strong backgrounds in other subject areas, including science, history, and foreign language. Recently, however, educators and parents have begun to support a broader educational agenda one that enhances teachers' and students' social and emotional skills. Research indicates that social and emotional skills are associated with success in many areas of life, including effective teaching, student learning, quality relationships, and academic performance. Moreover, a recent meta-analysis of over 300 studies showed that programs designed to enhance social and emotional learning significantly improve students' social and emotional competencies as well as academic performance.
- Mighty Milers-The Mighty Milers program is a new addition to the physical education curriculum. Each week students run two 20-minute sessions and accumulate laps that are in turn translated into miles. Each student has a goal to run 26.2 mile (a full marathon) this year. Students also participate in weekend Jamboree running events as well as Fun Runs sponsored by the New York Road Runners Foundation. Individual progress is logged daily on the mighty milers website and our school goal, hanging in the gymnasium, is updated every two weeks.

### **Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Purchase Treasures, Fountas Pinnell, classroom Libraries
- Professional development to train teachers to effectively implement the new curriculum

- Tax Levy Monies will be used for out of classroom position Standardized Assessment Coordinator
- Common preparatory and teaching periods are scheduled to give teachers within and across sites to meet and collaborate

### ANNUAL GOAL #5 AND ACTION PLAN

#### **Annual Goal #5**

**By June 2012 through the implementation of the Common Core Standards based *Math in Focus* program, 60% of standardized assessment students in grades 3-5 will show a 5% increase in scale-scores on the 2011-12 Math Acuity Predictive assessment.**

#### **Comprehensive needs assessment**

Implement a standards-based curriculum aligned to the Common Core Learning standards driven by cohesive mapping and units of study that serve to drive coherent teaching across the organization in meeting the academic needs of all students with a focus on Mathematics aligned to the Common Core Learning Standards A comprehensive, differentiated, highly structured math program that targets student deficiencies and incorporates common core standards. A program that is user friendly for teachers and allows for descriptive planning A program that is consistent across all grade levels and ratios that Problem Solves and incorporates writing

#### **Instructional strategies/activities**

##### **September 2011-October 2011**

- Training of all staff on the citywide expectations regarding mathematics common core standards
- Lead teachers will attend Professional Development to learn how to effectively plan and deliver lessons for the Math in Focus curriculum
- Lead teachers will turnkey Math in Focus training to other teachers
- Professional Learning Communities (PLCs)/teacher teams will be established and standard-assessment teachers will commence an analysis of math data to identify overall trends, strengths and weaknesses of groups and individual students
- PLCs/teacher teams will be trained how to use a protocol to examine student work
- Areas of greatest need will be determined from data analysis

##### **October 2011-November 2011**

- Implementation of the *Math in Focus* curriculum will commence
- PLCs/teacher tea will determine the areas of focus based on their data analysis

##### **October 2011-June 2012**

- Ongoing *Math in Focus* pre- and post-unit assessments will be administered
- PLCs/teacher teams will conduct a progress-monitoring data analysis
- Teacher teams will analyze student work and examine the relevant Common Core standards to identify areas of alignment and to surface gaps
- Teacher teams and instructional leaders will revise intervention strategies based on the results of data analysis
- **January 2012-March 2012** Predictive assessment administered in February 2012
- **March 2012-June 2012** NYS Math Exam will be administered in May 2012
- **June 2012** PLCs/teacher teams will analyze the results of the standardized assessments and write a report analyzing results

**Strategies to increase parental involvement**

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**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Train staff in Common Core Standards
- Purchase all materials to support rigorous student instruction
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**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- The school applied for and received a waiver to order the *MIF* program as a core curriculum item. As a result, the school's instructional funds were not needed to purchase the curriculum and were budgeted for other instructional needs .Any necessary funding will be Tax-Levy dollars
- Professional development to train teachers to effectively implement the Treasures curriculum
- Tax Levy Monies will be used for out of classroom position Standardized Assessment Coordinator
- Common preparatory and teaching periods are scheduled to give teachers within and across sites to meet and collaborate



**On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:**

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Students are assessed through formal and informal assessments for example, IEP goals, teachers' observations, ECLAS, Interim Assessments, and Standardized Assessments. Students at risk of not meeting standards receive AIS services through an array of programs and strategies.</p> <p><b>Wilson's FUNdations</b> is provided in small groups for students in grades K-3 during the school day. The skills addressed with program are: decoding, encoding &amp; sight word fluency, vocabulary, oral expressive language development and comprehension.</p> <p><b>Great Source Reader's Handbook</b> is utilized in grade 3-8 to improve reading comprehension. The program teaches skills of good readers and is used in small group settings.</p> <p><b>Write Source</b> is a supplemental piece to the writing curriculum and is designed to help students with the mechanics of writing.</p> <p><b>EARobics</b> is an online component to be used with Gateways and Focus Forward. This piece will deliver reading comprehension practice for students in a technological format.</p> <p><b>Leap Frog Pads</b> are utilized during one to one instruction, small group instruction, and independent student work. They are used during the school day and after school. This program helps to develop phonics, phonological awareness, decoding, and vocabulary.</p> <p><b>The Great Leaps</b> program is utilized during one-to-one with AIS teachers during the school day. The program provides drill and practice for reading fluency.</p> <p><b>Summer Success</b> is a program used during summer school and in small groups. It provides strategies to develop reading skills. For students in grades K-8</p> <p><b>Words Their Way</b> Used during the school day with grades K - 3. word study for phonics, phonemic awareness, vocabulary, and spelling</p> <p><b>Handwriting Without Tears</b> Used during the school day with grades PreK - 5 strategies for making legible and fluent handwriting an easy and automatic skill for students</p> <p><b>Academic Intervention Instruction</b> Teachers designated as additional instructors of ELA will instruct small groups and 1:1 at least 3 times a week for 45 minutes a session.</p>
<b>Mathematics</b>	<p>Students are assessed through formal and informal assessments for example, IEP goals, teachers' observations, Everyday math unit tests, Interim Assessment, and Standardized Assessments. Students at risk of not meeting standards receive AIS services through an array of programs and strategies.</p> <p><b>Math Steps</b> is used with our K-12<sup>th</sup> grade students during the school day. It is provided in small group instruction and one-to-one instruction, basic number concepts, addition, subtraction, multiplication,</p>

	<p>dividing, fractions, decimals, rates, ratios, proportions, percents,  <b>Summer Success Math</b> is utilized during summer school in grades K-8<sup>th</sup>. It is used in small group instruction and introduces, reinforces and reviews key math concepts.  <b>Everyday Math Games</b> are provided to students in K-5<sup>th</sup>. They provide drill exercise aimed primary at building fact and operations skills. This is done in small guided groups.  <b>Great Leaps Math</b> is provided to students in grades 3-8<sup>th</sup>. It provides them with drill &amp; practice of addition, subtraction, multiplication &amp; division.  terms and concepts to help build mathematics literacy.  <b>Academic Intervention Teachers</b> designated as additional instructors of Math will instruct small groups and 1:1 at least 3 times a week for 45 minutes a session.</p>
<b>Science</b>	<p>Our Applied Learning Cluster teacher provides extra support in the development and understanding of science concepts through exploration and experimentation. After school trips to study the environment, hands-on activities and use of technology for research are also implemented into the program.  Our computer lab is utilized for research throughout the school day and afterschool tutoring, in small group instruction, and during one-to-one instruction.  Science teachers provide students with small group instructions as well one-to-one instruction during the day.</p>
<b>Social Studies</b>	<p>Our computer lab is utilized for research throughout the school day and afterschool for tutoring, in small group instruction, and during one-to-one instruction. In addition, for extra support, interactive software programs, with Social Studies themes, are available for small group instruction to enhance the Social Studies curriculum.  Our Applied Learning Cluster teacher provides extra support in the development and understanding of Science concepts through exploration. After school trips to study the environment, hands-on activates and use of technology for research are also implemented into the program.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>Intensive Counseling and Guidance is provided to students and their families  Positive Behavior &amp; Intervention Supports  Life Space Crisis Intervention  Therapeutic Crisis Intervention  Social Skills Training  Character Education  Developmental Assets  Push-In Academic Support  High School Placement Support</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>P811M has a full-time school psychologist at the main site and part-time school psychologists at P811M@149 and P811M@101. The school psychologist assists in Functional Behavior Assessment and Behavioral Intervention Plans as well as as-needed reevaluations to ensure the needs of all students are being met.</p>

<b>At-risk Services provided by the Social Worker</b>	Intensive Counseling and Guidance is provided to students and their families. Positive Behavior Intervention & Supports Life Space Crisis Intervention Therapeutic Crisis Intervention Social Skills Training Character Education Parental Workshops and Meetings Developmental Assets
<b>At-risk Health-related Services</b>	Referrals, Guidance, outreach and workshops are provided to students and their families based on their individual needs and requirements

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Gary Hecht</b> <b>/Adrienne Edelstein</b>	District <b>75</b>	Borough <b>Manhattan</b>	School Number <b>811</b>
School Name <b>P 811M Mickey Mantle School</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Mr. Barry Daub</b>	Assistant Principal <b>Mr. J. Mc Cormick</b>
Coach <b>Ms. Jillian Reich</b>	Coach <b>Ms. Jacqueline Bacchus</b>
ESL Teacher <b>Ms. Pearlstein</b>	Guidance Counselor <b>Mrs. C. Perez</b>
Teacher/Subject Area <b>Mrs. L. Cragan - Science</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ms. Damiron-ESL</b>	Parent Coordinator <b>Mrs. B. Garcia</b>
Related Service Provider <b>Ms. J. Parris</b>	Other <b>type here</b>
Network Leader	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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>2</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	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>336</b>	Total Number of ELLs	<b>47</b>	ELLs as share of total student population (%)	<b>13.99%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.)
6. 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. 

As part of the identification process for the English Language Learners (ELLs) students, parents need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language. This HLIS is presented and finished at the Committee of Special Education (CSE). The CSE is where our parents first arrive, as the beginning step for District 75. The Department of Education has created the HLIS in fifteen home languages other than English, because these are the main languages of our students. Additional languages may be acquired from the Translation and Interpretation Department if they are needed. During the students' intake, an informal initial assessment interview is performed with each student in English. During the interview, if it is noted that the student is a speaker other than English, an interview is conducted in their native language. Consequently, if it is determined by the HLIS that the student is a Limited English Proficient (LEP) student, an English to Speakers of other Languages (ESL) certified teacher (Ms. Damiron or Ms. Pearlstein) will administer the Language Assessment Battery Revised – (LAB-R). The assessment score may show that the student is in need of the English as a Second Language (ESL) services and the ESL teacher (Ms. Damiron or Ms. Pearlstein) will place the student in the freestanding ESL program according to their proficiency level. Consequently, students whose native language is Spanish are also administered the Spanish LAB if they do not pass the LAB-R. This process must be done within 10 school days. In regards to the NYSESLAT which is administered each Spring the two certified ESL teachers (Ms. Damiron and Ms. Pearlstein) use the RLAT - Lab - R Nyseslat History Report to identify the students who are qualified to take the exam. In addition another step taken annually in order to administer the NYSESLAT is for the two certified ESL teachers (Ms. Damiron and Ms. Pearlstein) to create a testing schedule for each modality (Reading, Writing, Listening, and Speaking) for each school site. Furthermore, using the NYSESLAT score, we will be able to identify ELL students' proficiency levels (Beginner, Intermediate, Advanced and Proficiency). The test will indicate whether or not the student has progressed and their proficiency level has advanced. These results will assist the certified ESL teacher (Ms. Damiron or Ms. Pearlstein) with their instruction.

Parental involvement is a major facet of the Mickey Mantle School's mission. The Committee of Special Education (CSE) always ensures that their meetings are in conjunction with the parents. Since our school provides the program choice of Freestanding ESL, we guarantee that our new parents understand the philosophy behind the Freestanding ESL program. The Mickey Mantle School schedules a breakfast for the parents within the first month of the new school year which is facilitated by the parent coordinator. The purpose of this meeting is to serve as a meet and greet as well as to provide parents with an orientation of the services that we offer. During the orientation meeting, we (Ms. Damiron, Ms. Pearlstein) explain to the parents that the ESL program is a service that will benefit their children through the English Language Arts program. The students will receive instruction on listening, speaking, reading and writing English. In addition, the ESL teachers (Ms. Damiron, Ms. Pearlstein) inform the parents or guardians of ELLs of: the school system, program objectives, state and city standards, curriculum, assessment, students' expectations, and the educational program regulations.

The Mickey Mantle School is a District 75 school with a freestanding ESL program. The program model offered at our school are created with the notion of serving the needs of the students, their IEP recommendations, and with the intention of increasing parental involvement. Since placement is determined at CSE, the parents are informed about our ELL Freestanding program model, at the first-step of the intake process, at the CSE meeting. When a student is identified as requiring the ESL services from Ms. Damiron or Ms. Pearlstein, an entitlement letter is involved. This letter welcomes the students and their parents to the ESL program. The letters are

distributed by the classroom teachers and sent home in the backpacks. A follow-up call will be made by the ESL teacher (Ms. Damiron or Ms. Pearlstein) to verify that the letters have been received. At the meet and greet breakfast for parents, the ESL teachers ( Ms. Damiron and Ms. Pearlstein ) present our schools' freestanding ESL program and the variety of instructional support that the program provides.

Based on the HLIS, LAB-R and NYSESLAT scores, students are identified and placed in a Freestanding ESL instructional program. The ESL teacher (Ms. Damiron or Ms. Pearlstein) creates an instructional schedule based on the students' proficiency levels which range from beginning level to the advanced level. Student's classification, chronological age, mandated class ratio and grade levels are all essential factors to keep in mind when determining a student's level of proficiency. Differentiated instruction is used at every proficiency level. ESL teachers (Ms. Damiron and Ms. Pearlstein) share with parents the curriculum map and thematic units being used to enhance English language acquisition. All the information is presented in the parents' native language.

If the parents have selected to keep their children in the Freestanding ESL Program; we will provide an English as a Second Language (ESL) program that uses strategies for English language development with native language. Instruction is delivered using both the push-in and pull-out models. The following student to staff ratios exist at our school: 12:1:1, 8:1:2, 8:1:1 and 6:1:1. Our program will also support ELL students acquire language and content knowledge in English. For those students whose IEPs indicate bilingual education, an alternate placement paraprofessional is assigned to that student. At the Mickey Mantle School, we currently have nine students with bilingual recommendations and nine alternate paraprofessionals who, provide language support.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9● 10● 11● 12●
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	47
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL		1	29			16			1	0
Total	0	1	29	0	0	16	0	0	1	0
Number of ELLs in a TBE program who are in alternate placement: <u>9</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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	2	4	4	6	8	7	5	2	3					41
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## 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
Albanian				1										1
Other		1	1		2									4
<b>TOTAL</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our organizational models at the Mickey Mantle School are push-in and pull-out ESL services. Students are grouped based on classifications of student to staff ratios of 12:1:1, 8:1:1 and 6:1:1 within three consecutive grades and IEP recommendations. Depending on these needs, the push-in model is used to assist students across curricular areas, and allow the student to remain in the classroom with their English speaking peers. Utilizing the push-in model allows the ESL and classroom teachers to collaborate in the facilitation of classroom instruction. As a result, the English Language Learners are given the opportunity to acquire the English language across all subject areas. In doing so, the ESL teacher (Ms. Damiron or Ms. Pearlstein) provides both English and English Language Arts content instruction simultaneously. The push-in model proceeds at the rate that the ESL teacher (Ms. Damiron or Ms. Pearlstein) considers will most benefit the ELL student. In addition, the program models consist of heterogeneous and homogeneous groupings.

The two state certified ESL instructors (Ms. Damiron and Ms. Pearlstein) ensure that the mandated number of instructional minutes is provided, according to the student's proficiency level, through our Freestanding ESL Program. The plan of the two certified ESL teachers, Ms. Damiron and Ms. Pearlstein, is to make certain, that our students are being fully serviced. According to CR-Part 154, correct mandated minutes in academic support with instruction in English is delivered. Minutes served are based on students' NYSESLAT scores. In collaboration with ESL teachers (Ms. Damiron and Ms. Pearlstein) and other pedagogues, our school is meeting the New York State-mandated ESL/ELA allotted instruction times. In accordance with CR Part 154 mandates, our ELLs in grades K-8, who scored at the beginning and intermediate proficiency levels are receiving 360 minutes of ESL services. In spring 2012, our students will be administered the NYSESLAT. At the present time we (Ms. Damiron and Ms. Pearlstein) are preparing our beginner and intermediate ELL students to excel in academic achievements. According to CR-Part 154 mandates, all the P811M English Language Learners who will reach the

## A. Programming and Scheduling Information

advance level will be given 180 minutes of ESL / 180 minutes of ELA. Students participate in the ELA program with their classroom teachers. Since the Mickey Mantle building is K-8, when our ELLs move to the high school level, the ESL teachers (Ms. Damiron and Ms. Pearlstein) will assure that our students will continue their ESL services, with the correct mandated minutes.

The ESL Freestanding program model is delivered in the English language. Therefore, the content areas are modified according to the students' proficiency level. Based on the students' different learning styles and individual student needs, the ESL teachers (Ms. Damiron and Ms. Pearlstein) engage each student in their learning process. The instructional approaches and methods used to make content areas comprehensible to enrich language development are:

- Balanced Literacy
- Total Physical Response (TPR)
- Cooperative Learning
- Whole Language Instruction
- Community Language Learning
- Natural Approach for Acquisition
- Cognitive Academic Language Learning Approach (CALLA)
- Differentiated Instruction

In addition to the above instructional approaches, the ESL teachers (Ms. Damiron and Ms. Pearlstein) also utilize: Scaffolding, Modeling, Bridging, Contextualization, Schema Building, Facilitation of Language Functions, and Text Representation. The use of Bloom's Taxonomy instruction eases the development of the student's meta-cognition.

In order to assure that our new English Language Learners are appropriately evaluated in the Spanish language we administer the Spanish Lab. One of our ESL teachers, Ms. Damiron is bilingual and she is one of the pedagogues who administers the Spanish LAB.

P811M the Mickey Mantle School has an instructional plan for Students with Interrupted Formal Education (SIFE). Our SIFE student in our program is provided additional support in the form of literacy, mathematics, technology and Academic Intervention Programs by Ms. Damiron, one of our ESL teachers. All of our ELL students are identified as having special needs so it is vital to differentiate ESL instruction to meet the needs of all our students. The instructional goal for newcomers is that they learn to use English to make progress in all academic areas and social settings. Recognizing that students might be kinesthetic, visual and/or auditory learners, ESL teachers (Ms. Damiron and Ms. Pearlstein) use a multitude of educational resources to address these learning styles. For example, Cooperative Learning groups play a significant role in the ELL teaching approach. During these groups, students present their writing, pictures, and stories with their peers. In other instances, the Total Physical Response method may be used by the ESL teacher (Ms. Damiron or Ms. Pearlstein) to create activities for improving the listening skills of students. In these activities, students follow small commands related to action words that are used in lessons. In addition, graphic organizers are used to assist students in organizing ideas for understanding a text. The goal for ELLs receiving services for 4-6 years is for students to increase their English literacy in the four modalities: listening, speaking, reading and writing. Critical thinking development is essential for this group of students. The ESL teachers (Ms. Damiron and Ms. Pearlstein) always differentiate instruction to meet the needs of students. Our educational plan for long-term English Language Learners is to facilitate academic literacy skills in English. The ESL teachers (Ms. Damiron or Ms. Pearlstein) recommend that explicit literacy instruction be integrated in all content-area subjects, such as Math, Science, and Social Studies, in addition to ESL and English Language Arts classes. Our ESL program model approach to literacy instruction is coordinated across all subject areas to support the development of students' academic language and literacy skills. Long-term English learners are taught separately from new arrivals so that instruction can focus on academic literacy in English. Collaboration with the classroom teachers and related service providers will ensure long-term ELLs receive the ESL help they need, whenever required. All long-term ELLs are advised to participate in the Title III After-School Program.

Our school's curricular, instructional program and scheduling flexibility is created to meet the diverse needs of English Language Learner - Students with Disabilities (SWDS) within the least restrictive environment. P811M provides equitable and flexible access to concepts and ideas for all students. In regards to inclusion, students with disabilities can work on individual skills and goals within the context of the general education curriculum. Our ELLs in inclusion receive flexible programming with nondisabled peers. Some supplementary aids and services that P811M have used successfully include: modifications to the regular class curriculum, assistance of an itinerant teacher with special education training, special education training for the regular teacher, use of computer-assisted devices, and provision of notetakers, to mention a few.

## A. Programming and Scheduling Information

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%	Dual Language		
50%	Dual Language		
25%	Dual Language		
0%	Freestanding ESL		
100%	Freestanding ESL		
75%	Freestanding ESL		
50%	Freestanding ESL		
25%	Freestanding ESL		
0%	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English ⓘ

## B. Programming and Scheduling Information--Continued

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

**Beginning**

**Intermediate**

**Advanced**

**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)?

This section does not apply to the Mickey Mantle School

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

**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.

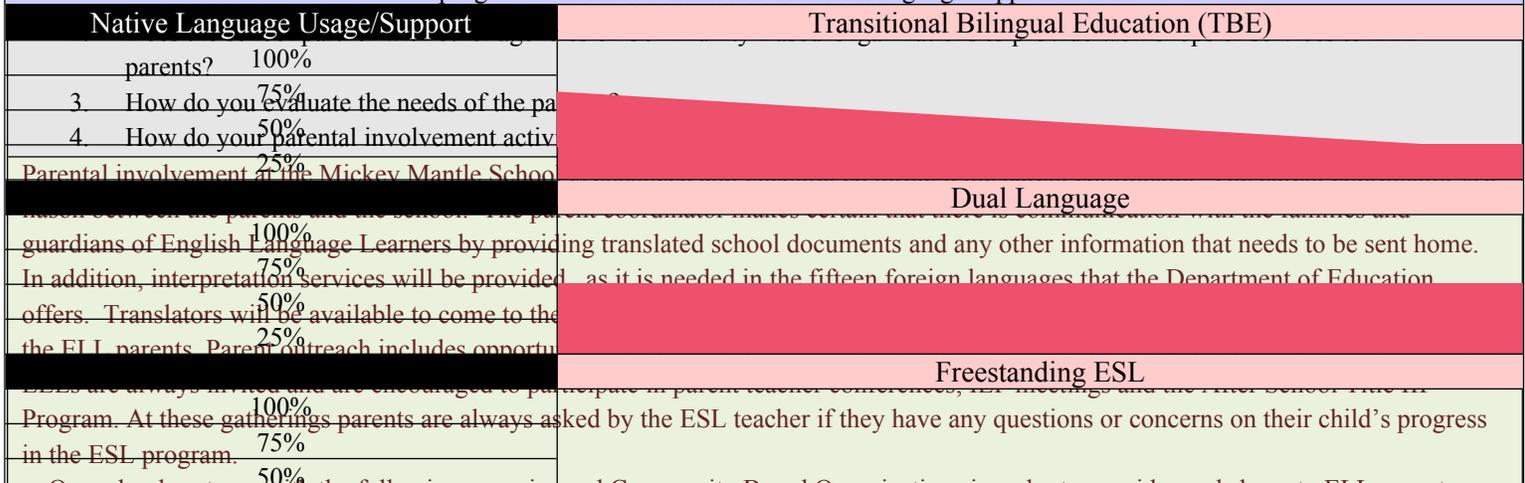
The English Language Learner Department hosts professional development courses for all ELL teachers. After the ESL teachers (Ms. Damiron and Ms. Pearlstein) attend their professional developments, all the information is distributed to all staff of ELLs. The purpose is for all personnel (teachers, paraprofessionals, related services providers, secretaries, parent coordinator and administrators) who are involved with ELLs, to be aware of teaching best practices, methodologies, approaches and strategies that will help our students to be successful. At the Mickey Mantle School, there is a professional development plan for all ELL personnel, and teachers of ELLs. On Tuesday, November 8, 2011 the professional development will include the following topics: Emotional Literacy, deepening the Common Core Standards, Depth of knowledge Rigor and the new ELA Framework for Alternate Assessment. The professional development will continue on June 7, 2012 with the following topics: Common Core Standards, Depth of Knowledge Rigor, Emotional Literacy ( Positive Behavior Instructional Support ), the next step in Math in Focus curriculum and preparing for the next school year (2012-13). These topics are of enormous benefit for everyone who works with English Language Learners.

P811M - the Mickey Mantle School serves students from kindergarten to eighth grade. Many students from elementary school will continue middle school in the same building. ESL teachers (Ms. Damiron and Ms. Pearlstein) will collaborate with the middle school instructors. This will facilitate the student's transition to middle school. The ESL teacher will thoroughly discuss the strengths and weaknesses of the ELL student, their learning style, and their NYSESLAT proficiency level. Furthermore, when the ELL student is transitioning from middle school to high school, the ESL teacher (Ms. Damiron or Ms. Pearlstein) will be part of the team to decide the best placement for the student.

The English Language Learners Department offers the Jose P. Training. Classroom teachers, with the exception of the ESL teachers, are required to take the Jose P. Training, which is a 10 hour course for special education pedagogues. These workshops are held on the two Superintendent Conference days in November and June. Some classroom teachers at the Mickey Mantle School have completed ten hours for these workshops. As a result of this fact, they have knowledge of ESL methodologies.

**Native Language Usage and Supports**

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



## 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?

Parental involvement at the Mickey Mantle School is enhanced and encouraged through the parent coordinator. The parent coordinator is a liaison between the parents and the school. The parent coordinator makes certain that there is communication with the families and guardians of English Language Learners by providing translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the fifteen foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone, with any of the translation or interpretation needs of the ELL parents. Parent outreach includes opportunities for orientation meetings and other meetings throughout the school year. Parents of ELLs are always invited and are encouraged to participate in parent teacher conferences, IEP meetings and the After School Title III Program. At these gatherings parents are always asked by the ESL teacher if they have any questions or concerns on their child's progress in the ESL program.

Our school partners with the following agencies and Community Based Organizations in order to provide workshops to ELL parents: Resources for Children with Special Needs, and Q.S.A.C.

As the parents select the Freestanding ESL program, which is offered at our school, entitlement letters are sent home to the parents. Follow-up phone calls are made to the parents guaranteeing that the parents' and students' needs will be met. Upon first meeting the parents, we inform them that the ESL teachers (Ms. Damiron and Ms. Pearlstein) will be able to meet with them to review their child's progress. Also, teachers will inform the parents which thematic units will be implemented, as part of the teaching instruction, in order to expose the students to different content areas. Parents are also familiarized with our Literacy program and integration of the Common Core Standards as well as their child's literacy goals. At parent - teacher conferences and IEP meetings teachers make certain that parents' needs are fulfilled by enhancing their awareness of their child's SMART goals and academic achievements.

Throughout the school year, parents are invited to different workshop programs in and out of the school. The parent coordinator organizes these workshops ensuring that the requests and needs of the parents will be achieved. All the information provided will be translated in the parents' native language. Our goal is to raise parental involvement as well as to ensure that the parents will be comfortable and confident in their children's academic development.

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The Mickey Mantle School is a Freestanding ESL program model; therefore, Native Language support is delivered through different types of thematic units. These will be created taking into account the multicultural backgrounds of our students. Students will be able to learn about one another as well as share information of their own culture. In this way, we(Ms. Damiron and Ms. Pearlstein) are developing

## 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.

Paste additional information here

## 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)?

This section does not apply to the Mickey Mantle School

## 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 English Language Learner Department hosts professional development courses for all ELL teachers. After the ESL teachers (Ms. Damiron and Ms. Pearlstein) attend their professional developments, all the information is distributed to all staff of ELLs. The purpose is for all personnel (teachers, paraprofessionals, related services providers, secretaries, parent coordinator and administrators) who are involved with ELLs, to be aware of teaching best practices, methodologies, approaches and strategies that will help our students to be successful. At the Mickey Mantle School, there is a professional development plan for all ELL personnel, and teachers of ELLs. On Tuesday, November 8, 2011 the professional development will include the following topics: Emotional Literacy, deepening the Common Core Standards, Depth of knowledge Rigor and the new ELA Framework for Alternate Assessment. The professional development will continue on June 7, 2012 with the following topics: Common Core Standards, Depth of Knowledge Rigor, Emotional Literacy ( Positive Behavior Instructional Support ), the next step in Math in Focus curriculum and preparing for the next school year (2012-13). These topics are of enormous benefit for everyone who works with English Language Learners.

P811M - the Mickey Mantle School serves students from kindergarten to eighth grade. Many students from elementary school will continue middle school in the same building. ESL teachers (Ms. Damiron and Ms. Pearlstein) will collaborate with the middle school instructors. This will facilitate the student's transition to middle school. The ESL teacher will thoroughly discuss the strengths and weaknesses of the ELL student, their learning style, and their NYSESLAT proficiency level. Furthermore, when the ELL student is transitioning from middle school to high school, the ESL teacher (Ms. Damiron or Ms. Pearlstein) will be part of the team to decide the best placement for the student.

The English Language Learners Department offers the Jose P. Training. Classroom teachers, with the exception of the ESL teachers, are required to take the Jose P. Training, which is a 10 hour course for special education pedagogues. These workshops are held on the two Superintendent Conference days in November and June. Some classroom teachers at the Mickey Mantle School have completed ten hours for these workshops. As a result of this fact, they have knowledge of ESL methodologies.

## 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?

## 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?

Parental involvement at the Mickey Mantle School is enhanced and encouraged through the parent coordinator. The parent coordinator is a liaison between the parents and the school. The parent coordinator makes certain that there is communication with the families and guardians of English Language Learners by providing translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the fifteen foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone, with any of the translation or interpretation needs of the ELL parents. Parent outreach includes opportunities for orientation meetings and other meetings throughout the school year. Parents of ELLs are always invited and are encouraged to participate in parent teacher conferences, IEP meetings and the After School Title III Program. At these gatherings parents are always asked by the ESL teacher if they have any questions or concerns on their child's progress in the ESL program.

Our school partners with the following agencies and Community Based Organizations in order to provide workshops to ELL parents: Resources for Children with Special Needs, and Q.S.A.C.

As the parents select the Freestanding ESL program, which is offered at our school, entitlement letters are sent home to the parents. Follow-up phone calls are made to the parents guaranteeing that the parents' and students' needs will be met. Upon first meeting the parents, we inform them that the ESL teachers (Ms. Damiron and Ms. Pearlstein) will be able to meet with them to review their child's progress. Also, teachers will inform the parents which thematic units will be implemented, as part of the teaching instruction, in order to expose the students to different content areas. Parents are also familiarized with our Literacy program and integration of the Common Core Standards as well as their child's literacy goals. At parent - teacher conferences and IEP meetings teachers make certain that parents' needs are fulfilled by enhancing their awareness of their child's SMART goals and academic achievements.

Throughout the school year, parents are invited to different workshop programs in and out of the school. The parent coordinator organizes these workshops ensuring that the requests and needs of the parents will be achieved. All the information provided will be translated in the parents' native language. Our goal is to raise parental involvement as well as to ensure that the parents will be comfortable and confident in their children's academic development.

## 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)	2	5	4	5	5	4	4	0	2					31
Intermediate(I)	0	0	1		6	3	1	1	1					13
Advanced (A)	0				1		1	1						3
Total	2	5	5	5	12	7	6	2	3	0	0	0	0	47

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	2	4	3	3	1	5	2						
	<b>I</b>		2	1	1				1	2				
	<b>A</b>			1	2	8	3	3	1					
	<b>P</b>				1		1			1				
READING/ WRITING	<b>B</b>	2	6	4	6	2	5	4	1	2				
	<b>I</b>				1	7	3			1				
	<b>A</b>			1			1	1						
	<b>P</b>								1					

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	1			3
5					0
6	2	1			3
7		1			1
8					0
NYSAA Bilingual Spe Ed				13	13

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		2						4
5	1		2						3
6	3								3
7			1						1
8									0
NYSAA Bilingual Spe Ed							13		13

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed							4		4

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Two of the Assessment tools that P811M - the Mickey Mantle School uses to assess Alternate Assessment students are the Assessment of Basic Language and Learning Skills- Revised (ABLLS-R) and SANDI. These assessments are used for our 6:1:1 English Language Learning. The ECLAS-2 is used with our Spanish and Arabic students. The insight that we get

## 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.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
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		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

**DBN:** 75M811      **School Name:** The Mickey Mantle School

**Cluster:** \_\_\_\_\_      **Network:** 1

**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**

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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.

During the initial student admission intake, the parent is asked to complete the Home Language Identification Survey( HLIS) in their native language, if this is the child's first time entering a New York City Department of Education School. On the HLIS document a parent is requested to indicate their preferred language in receiving oral communication and written information from the school. Also, an informal initial assessment interview is performed with each parent in English. During the interview, if it is determined that the parent's native language is Spanish, an interview would then be conducted by our native Spanish speaking certified ESL teacher. If the language is determined to be that other than Spanish, and no one in the school is a native speaker of that language, then the services of the Translation and Interpretation Unit would be requested. This information about the parent's language is recorded on ATS, emergency cards, and on the Home Language Identification Survey. The knowledge of the parents' native language is maintained through the certified ESL teachers making copies of all the Home Language Identification Surveys, and all the Home Language Identification Surveys being placed in the students' cumulative file.

The parent coordinator makes certain that there is communication with the families and guardians of ELLs by providing translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the fifteen foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone, with any of the translation or interpretation needs of the parents.

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

The population at the Mickey Mantle School consists of ELL learners, who are mostly Hispanic. Out of our forty-seven ELLs, forty-one are Spanish speaking. If the parents indicated on their HLIS that written translation and oral interpretation needs were required, our certified native Spanish speaking ESL teacher, or our Spanish speaking parent coordinator can provide these services. The school's written and oral translation needs for Spanish speakers were found to be met. Our additional six ELLs parents speak: Bengali; Albanian; Bulgarian; Haitian Creole; and two parents speak Mandingo. These parents have indicated that written and oral information will be in English. In addition, the New York City Department of Education provides a Translation and Interpretation Unit for written and oral translation needs for our ELL students, whose native language is other than Spanish, if the need should arise, at any time.

The school community was informed about the findings through the LAP, parent-teacher conferences, parent handbooks, and Parent Association Meetings .

## Part B: Strategies and Activities

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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.

The Mickey Mantle's School Spanish written translation needs will be provided in-house by staff. One of the certified ESL teachers is a native Spanish speaker. The additional staff, who can also provide this service consist of: an assistant principal; the parent coordinator; a social worker; and numerous paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL student will guarantee, that the translated documents to parents are received in a timely manner. With our ELL parents needing written translations, in a language other than Spanish, we ascertain if this language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This services will translate the written notices to the parents, in a most timely fashion.

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.

The Mickey Mantle School provides oral interpretation services in the Spanish language through the assistance of the following staff: a certified ESL teacher; parent coordinator; bilingual social worker; and paraprofessionals. In addition, we include our bilingual assistant principal to help with translation and interpretation parental needs. If no staff is available with knowledge of the student's native language, the translation and interpretation offices will be asked to perform this service. This action is available through three-way phone conversations, or persons arriving at the school for oral interpretation needs.

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>.

The Bill of Parent Rights and Responsibilities is available at the Mickey Mantle School. In addition, our school provides a school safety plan for parental information. If these forms are not available in the parent's native language, a special request will be placed with the Translation and Interpretation Unit. The complete information about the ELL department is available for parents via the following link:  
[http://schools.nyc.gov/Offices/ District 75/Departments/ELL/default.htm](http://schools.nyc.gov/Offices/District%2075/Departments/ELL/default.htm).

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Mickey Mantle	DBN: 75 M811
Cluster Leader: Gary Hecht	Network Leader: Adrienne Edelstein
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Mickey Mantle School (PS811M) has a freestanding English as a Second Language Program(ESL). Our Title III After – School Program is in addition to the programs required under CR Part 154. Our organizational models at the Mickey Mantle School are push-in and pull-out ESL services. Students are grouped based on classifications of student to staff ratios of 12:1:1, 8:1:1 and 6:1:1 within three consecutive grades and IEP recommendations. Depending on these needs, the push-in model is used to assist students across curricular areas, and allow the student to remain in the classroom with their English speaking peers. Utilizing the push-in model allows the ESL and classroom teachers to collaborate in the facilitation of classroom instruction, and assists in reaching high academic achievement standards in the target language. As a result, the English Language Learners are given the opportunity to acquire the English language across all subject areas. In doing so, the ESL teacher provides both English and English Language Arts content instruction simultaneously. The push-in model proceeds at the rate that the ESL teacher considers will most benefit the ELL student. The program models consist of heterogeneous and homogeneous groupings. The pull-out model is also aligned with the Common Core Standards, English as a Second Language Learning Standards, the English Language Arts Standards, as well as Alternate Grade Level Indicators (AGLIs) for students who are Alternate Assessment.

The two state certified ESL instructors ensure that the mandated number of instructional minutes are provided, according to the students' proficiency level, through our Freestanding ESL Program. The plan of the two certified ESL teachers, is to make certain, that our students are being fully serviced. According to CR-Part 154, correct mandated minutes in academic support with instruction in English is delivered. Minutes served are based on students' NYSESLAT scores. In collaboration with ESL teachers and other pedagogues, our school is meeting the New York State-mandated ESL/ELA allotted instruction times. In accordance with CR Part 154 mandates, our ELLs in grades K-8, who scored at the beginning and intermediate proficiency levels are receiving 360 minutes of ESL services. In spring 2012, our students will be administered the NYSESLAT. At the present time we are preparing our beginner and intermediate ELL students to excel in academic achievements. According to CR-Part 154 mandates, all the P811M English Language Learners who will reach the advanced level will be given 180 minutes of ESL / 180 minutes of ELA. Academic periods consist of 45 minutes per session. Students participate in the ELA program with their classroom teachers.

The ESL Freestanding program model is delivered in the English language. Therefore, the content areas are modified according to the students' proficiency level. Based on the students' different learning styles and individual student needs, the ESL teachers engage each student in their learning process. The instructional approaches and methods used to make content areas comprehensible in

## Part B: Direct Instruction Supplemental Program Information

order to enrich language development are:

Balanced Literacy

Total Physical Response (TPR)

Cooperative Learning

Whole Language Instruction

Community Language Learning

Natural Approach for Acquisition

Cognitive Academic Language Learning Approach (CALLA)

Differentiated Instruction

In addition to the aforementioned instructional approaches, the ESL teachers also utilize: Scaffolding, Modeling, Bridging, Contextualization, Schema Building, Facilitation of Language Functions, and Text Representation. The use of Bloom's Taxonomy instruction is a tremendous asset in helping to develop the student's meta-cognition.

The school population includes three hundred and thirty-six students. Forty-seven of these students are ELLs. This consists of 13.99 percentage of the student population. The ELLs range in age from five years to thirteen years of age. In addition, the grade levels are kindergarten to grade eight. There are twenty-eight students who are in standardized assessment and nineteen of our students are alternate assessment. The Home Language Identification Survey of ELLs indicated that: two students in kindergarten are Spanish speaking; four, in first grade are Spanish speaking, and one student is Bulgarian speaking; four, in second grade are Spanish speaking and one student is Haitian Creole speaking; six, in third grade are Spanish speaking and one Albanian; eight students in fourth grade are Spanish speaking, one speaks Bengali and two students speak Mandingo; seven students in fifth grade are Spanish speaking; five students in sixth grade are Spanish speaking; two students in seventh grade are Spanish speaking and three students in eighth grade are Spanish speaking.

The Spring 2011 NYSESLAT and the LAB-R levels for all ELLs are as follows: kindergarten, two students are beginners; first grade, five students are beginners; second grade, four students are beginners, and one student is intermediate; third grade, five students are beginners, fourth grade, five students are beginners, six intermediate, and one student is advanced; fifth grade, four students are beginners, and three students are intermediate; sixth grade, four students are beginners, and one student is intermediate, and one student is advanced; seventh grade, one student is intermediate, and one student is advanced; eighth grade, two students are beginners, and one is intermediate.

Our Title III language supplemental instructional After-School program at Mickey Mantle School will help English Language Learners (ELLs) attain English proficiency while meeting state academic

## Part B: Direct Instruction Supplemental Program Information

achievement standards. The program will be offered to ten ELLs that are in all our sites. The students will be in one group. The ESL teacher and the culinary teacher will collaborate with each other with the 12:1:1 group. The Spring 2011 NYSESLAT levels for the ELL Title III participants are as follows: third grade, three beginner students and one intermediate; fourth grade three intermediate students; fifth grade, and three intermediate students. The Title III After-school participants are subgrouped in the following way: four students are Newcomers (ELLs receiving service 0-3 years); and six students are ELLs receiving service 4-6 years.

The Mickey Mantle School Title III After-School ESL Program for 2011-2012 will be based on a culinary arts curriculum. The thematic unit will be entitled, "Mickey Mantle's Top Chefs". The integration of ESL best practices and culinary arts will increase our ELLs English language acquisition. The purpose of our unit is to develop different activities that will tap the students' different learning styles and target their multiple intelligences. Based on his research, Dr. Howard Gardner has identified nine different kinds of intelligences, such as: Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic, Musical/Rhythmic, Interpersonal, Intrapersonal, Naturalistic and Spiritual/Existential. This listing can be found at: Burke, K. B. (1994). "The Mindful School: How to Assess Authentic Learning." The Mickey Mantle Title III After-School ESL program will integrate many of these multiple intelligences. One of these intelligences, bodily /kinesthetic, will be used in our program as our students learn appropriate ways to use their five senses to become aware of nutritional aspects of food. This PS811M Title III After-School program is going to benefit our ELLs, because through culinary arts they can: build self-esteem; critical thinking skills; social and cognitive development; promote discourse with oral language skills, oral presentation skills, fluency and reading comprehension; gain confidence and independence; have hands-on project experiences, and enhance multicultural and diversity understanding. We developed our cooking program around the concept of project-based learning. Project-based learning is a hands-on way of learning where students can collaborate and use technology to answer inquiries that they have about real-life situations. We must keep in mind the different learning styles of each one of our students. The ESL teacher, the culinary teacher, and the one teacher assistant will differentiate the instruction in order to engage our students. Our culinary arts after school program will not only benefit the students, but also the community. As a part of our program, students will be learning how to cook for themselves and their families. A large part of our program involves the integration of technology into the lessons we teach. Technology is something that cannot be avoided and is becoming more and more a part of our daily lives and routines. Therefore, we will be utilizing a SMARTBOARD to educate our students about culinary arts and technology that can also help them in the kitchen. We will be teaching them skills and strategies such as: how to research for recipes on the Internet; how to collect data on a spreadsheet and graph it; and digital stories that are pertinent to cooking, amongst many other things. Additional positive aspects that can be obtained by a culinary arts program and technology are: creativity, encouraging students to be more independent; helping our ELLs to make their own decisions; teaching them it is fine to be unique; showing them how to experiment with ingredients and designs; and assisting our ELLs in selecting culinary arts as a career opportunity.

The Title III After – School Instructional Program is created hand-in-hand with the ESL standards, ELA standards, and the Common Core Learning Standards. Our program will facilitate improving children's nutritional choices by engaging public school students in hands-on learning with fresh,

## Part B: Direct Instruction Supplemental Program Information

affordable foods from diverse cultures. Our ESL curriculum provides interdisciplinary applied learning opportunities in math, science, social studies, language arts, and art. The following ESL standards will be incorporated: Standard 1: English for information and understanding which refers to the competencies and knowledge of English that students must obtain in order to communicate effectively in social and academic settings. Standard 2: English for literary response, enjoyment, and expression which requires that students develop the knowledge and skills in English to read and understand rich literature that includes works representing a variety of cultures. Standard 3: English for critical analysis and evaluation which develops students' abilities to read, write, listen and speak in English to analyze and evaluate complex texts and issues. Standard 4: English for social and classroom interaction which outlines strategies, both in and out of school, that LEP / ELLs must master to communicate effectively in English. Standard 5: English for cross-cultural knowledge and understanding which articulates the components of acquiring a "second culture" in both social and academic contexts. The ELA standards that we will integrate are as follows: Standard 1: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information. Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues. Standard 4: Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views. The following Common Core Standards will be applied: Reading Standards for Informational Text K-5-Grade Three- Number Seven-Use information gained from illustrations and the words in a text to demonstrate understanding of the text; Reading Standards: Foundational Skills-Grade Four- Number Four- Read with sufficient accuracy and fluency to support comprehension; Writing Standards-K-5-Grade Three- Write Informational/explanatory texts to examine a topic and convey ideas and information clearly; Speaking and Listening Standards-K-5- Grade Five-Engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building to others' ideas and expressing their own clearly; and Language Standards-K-5- Grade Four- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Our Title III Afterschool program will be following seasonal and multicultural themes which coincide with the school year. In the cold winter months, we will prepare various soups and hot dishes. December will find us engaging in foods for all the winter holidays: Chanukah; Christmas; and Kwanzaa. As we approach Spring, we will prepare delicious, refreshing Smoothies, with plenty of fresh fruit. Some of the themes for our program will include Mediterranean Nights, Mexican Fiesta, African and Latino Cuisine, Chinese Banquet, A Family Holiday Dinner and the culminating end of the program banquet. We will be collaborating and using as a resource the Wellness in the Schools Program which is a ground-breaking elementary culinary and nutrition program. Students learn how to lead a healthier lifestyle by experiencing how families in diverse cultures approach food and cooking using fresh ingredients. The

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program will be held in the English Language, and will be provided by one certified ESL teacher. A certified Special Education Teacher, who is also certified in teaching culinary arts, will also be an integral part of our Mickey Mantle Title III ESL After-School program. Finally, our Title III program will be complimented through the assistance of our one bilingual paraprofessional. The twenty-one sessions (twenty weeks, with the last session combining two sessions) of culinary/nutrition lessons will meet once a week throughout the school year. Our program will convene every Wednesday afternoon from 3:00 pm to 5:00 pm. Our Title III will begin on Wednesday, December 7th, 2011 and will assemble on the following Wednesday afternoons: December 14th; December 21st; January 4th; January 11th; January 18th; January 18th; January 25th; February 1st; February 8th; February 15th; February 29th; March 7th; March 14th; March 21st; March 28th; April 4th; April 18th; April 25th; May 2nd; and commence on Wednesday, May 9th, 2012. Since the majority of our Title III After-school Ells are Spanish-speaking, our paraprofessional will be a native Spanish speaker. Also, since most of our Title III students scored an intermediate level in their Spring 2011 NYSESLAT, our program and teachers will help ensure that these students progress to the next level. Our assistant principal who will be performing school functions and duties as part of his employment till 4pm, will join us until our closing time of 5pm.

Our opening routine will involve a round table meeting, where we will discuss the schedule of events for the afternoon, make snacks, and discuss those topics and objectives to be explored through cooking. Students will have a warm up activity, in the form of blind tasting activities, or researching the recipes that they will be able to utilize on our daily objective. ESL students will work collaboratively with each other reviewing a copy of the recipe. Before cooking, they will need to review English abbreviations for words such as tablespoon or teaspoon, if these are in the recipe. Students will follow a recipe, written in English, to make a simple dish such as a quesadilla or a club sandwich. Children use math skills to measure and count ingredients. Students practice reading with recipes and use critical thinking skills to plan meals. For example, they will be instructed on how to arrange a table setting and how to use appropriate utensils for a meal.

Other resources include utilizing the following DVDs to enhance the curriculum: Brand New Simply Media Cooking With Kids A Selective Collection Of 200 Printable Family Recipes by Simply Media; Cooking With Kids, Exploring Chinese Food, Culture, and Language Starring Cooking With Kids; and Ratatouille starring Ian Holm. There will be two fieldtrips- one to Whole Foods on Wednesday, February 15, 2012 during our Title III session; and one to a vegetarian/vegan restaurant as our culminating activity on Wednesday, May 9th, 2012, combining two Title III sessions. The first fieldtrip, the one to Whole Foods, will allow each student to purchase a healthy food item for home at the cost of \$10. This item will be bought after numerous discussions during the Title III program, about what constitutes a good nutritional food choice. The second fieldtrip, to a local restaurant, will occur after many talks about vegetarian/vegan diets.

Students will be exposed to culinary terminology, measuring ingredients, and actually putting together a recipe. As part of this activity, students will work together in cooperative learning pairs to acquire new vocabulary words, researching their recipe of choice from their country, which will be incorporated in the Culinary Arts writing journals. The students will perform different hands on projects. Other lessons and activities will include: discovering the wonder of math through simple investigations and easy, gourmet recipes; developing the scientific skills of observation and

### Part B: Direct Instruction Supplemental Program Information

experimentation with creative lessons; boosting vocabulary while learning life skills — including cooking and economics; enjoying activities and instructional games that build cognitive development for life-long learning success; having fun with their peers, parents, and teachers as they explore the gastronomic and scholastic delights of the cultural foods and festivities; and developing social studies and mapping skills by locating the various countries on a world map and researching information on each country. Some of the supplies and materials that will be purchased for our Title III program are: Brand New Simply Cooking With Kids: A Selective Collection of 200 Printable Family Recipes; Cooking With Kids, Exploring Chinese Food, Culture, and Language Starring Cooking With Kids; adult aprons; aprons for children; chef hats; Mozaik appetizer set; and square plates. Furthermore, students will learn how to shop for groceries online.

The Title III program will be assessed in the following ways: rubrics; videotaping; and teachers' observation. The one ESL instructor will design a comprehensive course rubric to assess five components of each student's work. Ideal guidelines for each component will be explained to parents and students at the beginning of the course and monitored throughout the program. The components will be as follows: 1. Attendance; 2. Participation / behavior; 3. Mini presentations; 4. independent work ethic and completing classroom assignments and 5. Final commencing project.

### Part C: Professional Development

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

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

Begin description here: The professional development for Title III will be supplemental to the professional development provided under Part C-R 154. The professional development program for Mickey Mantle's Title III After-School Program will be provided for: the administrator, one certified ESL teacher, and one teacher assistant. The PDs will be administered by a certified culinary arts/ special education teacher. The professional developments, as well as the whole program, will be held after school from 3:00pm to 5:00pm at the main site.

ABC's of Cooking Thursday, November 17, 2011

Hosted by: Walter Morrison -certified Culinary Arts / Special Education teacher.

Topics: Cooking strategies to teach children how to prepare food in a safe environment that encourages fun and creativity. Other topics that will be covered are: learning safety rules, using appropriate cooking utensils and giving students the sense of basic knowledge of cooking multicultural and healthy meals.

### Part C: Professional Development

Diversify Cooking Curriculum Thursday, January 26, 2012

Hosted by: Walter Morrison certified Culinary Arts / Special Education teacher

Topics: Our master chef will discuss cuisine of other cultures. He will help us explore flavors, curries, and spices as a larger learning experience. We will learn about cultural differences and similarities. Some of the topics discussed will include preparing: rice; pasta; tamales; and spaghetti. There will be checklists, action plans, and recipe ordering lists.

Healthy Ways of Preparing Food for Children Thursday, February 16, 2012

Hosted by: Walter Morrison Certified Culinary Arts / Special Education Teacher

Topics: Healthy Bodies and Healthy Minds. Mr. Morrison will teach us how to prepare well-balanced diets to ensure energy and proper nutrients for our students. We will learn about making healthy snacks.

Vegetarian or Vegan, Other Ways of Eating Thursday, March 15, 2012

Hosted by: Walter Morrison, Certified Culinary Arts/Special Education Teacher and Ms. Dale Pearlstein, Certified ESL Teacher/Vegetarian

Topics: Ms. Pearlstein will discuss and explore her vegetarian diet. Explanations will be given on: tofu; sprouts; whole wheat flour; legumes; nuts and grains, and how they can be incorporated into our students' diets.

### Part D: Parental Engagement Activities

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

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

Begin description here: Establishing a strong partnership between parents and P811M early in the school year, and in the Title III program, is crucial to a student's success throughout the year. One way to connect with parents of ELLs is to host a Bilingual Family Night at the beginning of our supplemental and instructional after – school Title III program. This Bilingual Family Night will be conducted on Wednesday, November 16, 2011 from 4:00 – 5:30 pm. The ESL teacher, Ms. Dale Pearlstein, will: meet and greet the parents; lead the session; present a contract for the students and parents to sign; and express how important student and parental participation is in this Title III program. At this event, students will be invited, and will hear along with their parents, how necessary it will be for the parents to attend each session, and especially be present at our culminating event at a vegetarian/vegan

**Part D: Parental Engagement Activities**

restaurant. P811m's bilingual parent coordinator will call parents to notify them about the Bilingual Family Night, and the two parent workshops, in order to guarantee that attendance will be high at all our events. For the parents of our participating ELLs who are Spanish speaking, our paraprofessional will be able to translate the entire information into Spanish. Light refreshments will be provided to all, at our Bilingual Family Night. Transportation cards will be provided as well. In addition, the ESL instructor is planning and facilitating two parent workshops. These workshops will be held on Thursday, January 12, 2012, and Thursday, April 26, 2012. Parents will be able to discover the progression of our Title III program at these meetings. These parent workshops will be held from from 4:00 to 5:30 p.m. The information will be disseminated through a multilingual flyer, so parents will know far in advance to prepare to attend these sessions. At these workshops, parents will be given information about the benefit of the program. This program has been developed with the idea of helping our students to enrich their social and academic language skills, as well as their self-confidence, in using the target language. Parents or guardians will be welcome to accompany their child to every Title III Wednesday afternoon session, and will be encouraged to participate in the culinary activities along with their child. It is hoped that at the Bilingual Family Night, and the parent workshops, parents will give us dates, as to when they will be certain to attend our weekly Title III sessions. Parental involvement is equally essential, because the educational goals of this program are to help change mealtime behavior of both children and their parents. Parents will be encouraged to restore the values around the family meal of eating healthy food together. With this in mind, the ESL teacher, culinary instructor, bilingual paraprofessional, ELL Title III parents and the ELL Title III students will attend a culminating event at a healthy restaurant together.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$6,504.33	1 administrator x1 day in the week x 1 hour x 21 weeks @ \$52.21/hr. = \$1,096.41  2 Teachers x 1 day in the week x 2 hours x 21 weeks (84 hours) @ \$49.89/hr = \$4,190.76  1 Paraprofessional x 1 day in the week x 2 hours x 21 weeks (42 hours) @ \$28.98/hr. = \$1,217.16
	\$1,238.92	Professional Development 1 administrator x 1 day in the month x 1 hr x 4 weeks @ \$52.21/hr = \$208.84  1 ESL teacher x 1 day in the month x 2 hrs x 4 weeks = 8 hours @ \$49.89 = \$399.12 1 Culinary teacher x 1 day in the month x 2 hrs x 4

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Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>weeks=8hours @ \$49.89 = \$399.12</p> <p>1 paraprofessional x 1 day in the month x 2 hrs x 4 weeks=8 hours @ \$28.98 = \$231.84</p> <p>Thursday, November 17, 2011 - ABC's of Cooking</p> <p>Thursday, January 26, 2012 - Diversify Cooking Curriculum</p> <p>Thursday, February 16, 2012 - Healthy Ways of Preparing Food for Children</p> <p>Thursday, March 15, 2012 - Vegetarian or Vegan - Other Forms of Eating</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<p>\$23.78</p> <p>\$ 8.42</p>	<p>Brand New Simply Media Cooking With Kids A Selective Collection Of 200 Printable Family Recipes by Simply Media; Amazon.com 1@ \$18.78 + \$5.00 shipping = \$23.78</p> <p>Cooking With Kids, Exploring Chinese Food, Culture, and Language Starring Cooking With Kids; Amazon.com 1 @ 4.43 plus tax, shipping and handling = \$8.42</p>

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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$23.55	Adults Aprons 4 pieces @ \$4.89 each x2 = \$19.56 + 3.99 plus tax, shipping and handling = \$23.55
	\$ 36.00	Child's Colorful Aprons 6 pieces @ \$18.00 x2 = \$36.00 Oriental Trading
	\$35.99	Chef Hats 4 dozen @\$6.00 a dozen = \$24.00 + 11.99 shipping and handling = \$35.99
	\$35.85	Mozaik Appetizer Set, White (32 Plates, 16 Bowls, 32 Forks, 16 Spoons), 96-Piece Set by Mozaik 3 sets @ \$11.95 + free shipping and handling = \$35.85 Amazon.com
	\$32.97	Square Plates With Attached Cutlery – Black 3 sets @ \$10.99 each set =\$ 32.97 Oriental Trading.com
	\$1,357.17	Groceries 71.43 @ 19 sessions(two sessions will be in the restaurant) = \$1,357.17
	Total:\$1,553.73	
Educational Software (Object Code 199)	\$399.00	1 Boardmaker Plus – \$399.00 each = \$399.00 shipping and handling free
Travel	\$360.00	20 Metrocards (for 20 parents ) @ \$4.50 per Metrocard for 1 bilingual family night and 3 parents workshops = 80 Metrocards X \$4.50=  \$360.00
Other	\$196.63	Bilingual Family Night:  1 administrator x 1 day in the month x 1.5 hrs x 1 week @ \$52.21/ hr= \$78.32  1 ESL teacher x 1 day in the month x 1.5 hrs x 1 weeks @



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Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$179.15	Refreshments Refreshments and snacks for bilingual family night and 2 parent workshops = \$155.15 Water for Bilingual Family Night and 2 Parent Workshop nights @ \$6 for 24 bottles/ 4 packs = \$24.00
<b>TOTAL</b>	\$11,200.00	