



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : EDWARD MANDEL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28/QUEENS/220

PRINCIPAL: JOSETTE PIZARRO **EMAIL:** JPIZARR@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY FOLKES- BRYANT

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 |
|--------------------------------|--|-----------|
| Josette Pizarro Hope Monnes | *Principal or Designee | |
| Heather Lorenz | *UFT Chapter Leader or Designee | |
| Yuisa DeLeon | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Christina Swantak | Member/Teacher | |
| Kelly Aull | Member/Teacher | |
| Tara Loggia | Member/Teacher | |
| Dawn Sferrazza | Member/Teacher | |
| Laura Reyes | Member/Parent | |
| Gloria Brown | Member/Parent | |
| Samantha Ramos | Member/Parent | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 2% increase between the number of parents and teachers who identify parent-school and school-parent communication as an area that needs improvement.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The Parent Teacher-Survey and the Quality Review data, reflects a decline in our effectiveness to communicate. Data shows that we are .5 below the city wide average in this area. When we drill down we notice that parent communication with teachers was a 7.9 and teacher communication with parents is a 6.0. This is a difference of 1.9. After reflecting on this data, we intend to create various means of teacher parent communication.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e) -teachers email with parents

-parent meeting time (set aside every week)

-newsletter

-information about the curriculum is sent periodically throughout the school year

-school messenger

-PTC

-curriculum night

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- teachers email with parents
 - parent meeting time (set aside every week)
 - newsletter
 - information about the curriculum is sent periodically throughout the school year
 - school messenger
 - PTC
 - curriculum night
 - translation and translators available
 - Student agendas with parent information piece
 -

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.
- Parent Workshops
 - Parent Leadership (Learning Leaders)
 - Family cultural Nights
 - Literacy/Math Night
 - SBO Team identify highly qualified teachers through interview and demo lessons
 - Clearly defined teacher expectations of parent communication
 - Clearly defined methods of communication with parents.
 - teachers email with parents
 - parent meeting time (set aside every week)
 - newsletter
 - information about the curriculum is sent periodically throughout the school year
 - school messenger

-PTC

-curriculum night

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

-Parent coordinator

-School Messenger

-Translations

-Agendas

-Parent Open House

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.

-Tax Levy- State Funds

- Translations verbal/written, Curriculum Night and other Parent community Events,

-NYSTL- State funds for supplies & materials

- School Messenger

-Title 1- Federal funds

- Translations, Parent Involvement, Workshops, School Agendas

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of classroom teachers will engage in a study around the competencies which will be measured through attendance at staff development, the norming of practices and the creation of a team of teachers who will produce a tool to be used to self reflect and modify instructional practices.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the English Language Arts Examination, in the school year 2010-2011, students at proficiency (Level 3 or 4) are as follows: 41% in 5th Grade, 40% in 4th Grade, and 45% in 3rd Grade. 42% of our tested population is at the proficiency levels. On the New York State Mathematics Examination, in the school year 2010-2011, students at proficiency (Level 3 or 4) are as follows: 62% in 5th Grade, 59% in 4th Grade, and 52% in 3rd Grade. 58% of our students in Grades 3 through 5 are performing on standard or above. As a result of both our ELA and Math data, as well as informal and formal observations, it is essential that we concentrate on raising the rigor in our classrooms. We believe our lack in performance on state exams directly correlates with the need to increase rigor in the classroom. We recognize that teachers need to expose rigor to all students. Through engagement and through questioning and discussion techniques we hope to create a more rigorous environment which will result in academic success.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-Staff development around Danielson Framework to increase rigor

-Feedback from administration through informal classroom observation

-Short cycles of walkthroughs from administration

-Book Study around Habits of Mind by Arthur L. Costa and Bena Kallick

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Teacher College Parent Letter

- On-going communication with the parents of current reading levels, improved social and learning behaviors and on-going efforts to support student improvement including social and academic progress
- Evidence of teacher professional learning is displayed, labeled, and heard throughout the building
- Parent workshops
- Collaboration with Parent Coordinator

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.

-Teacher professional book clubs around Habits of Mind by Arthur L. Costa and Bena Kallick

- Clearly defined expectation
- Professional Development
- Teacher's College Staff Developers
- Literacy and Math coaches
- Curriculum pacing calendars

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Coverage for staff developers

- Parent Coordinator
- Professional Resources
- Teacher's College
- Literacy and Math coaches

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.

Tax Levy- State Funds

- Professional Books, Per-Session

Title 1- Federal Funds

- Workshops and conferences, Teachers college Professional Development, Literacy coach and Math coach, Professional Literature

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 2% increase in the number of students with disabilities who have increased their performance in mathematics as measured by unit tests; RSA's, the Predictive and the ITA's in mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the New York State Mathematics Examination, in the school year 2010-2011, students at proficiency (Level 3 or 4) are as follows: 62% in 5th Grade, 59% in 4th Grade, and 52% in 3rd Grade. 58% of our students in Grades 3 through 5 are performing on standard or above. As we take a close look at our Special Education on the NYS Math Assessment, we found the following results: Special Education children at proficiency (Levels 3 or 4) are as follows: 32% in Grade 5, 28% in Grade 4, and 26% in Grade 3. Our data indicates that we did not make AYP in this area. One of the barriers we face as a school community is our ever growing population. Many of the children who are new to our school are entering in testing grades. This minimizes the time our staff has in order to prepare them for the assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-staff development by the Math Coach

-emphasis on Math Boxes

-new addendums to the Everyday Math Program which aligns to the new Common Core Standards

-2nd/3rd Grade utilizing an Early Childhood Math Assessment to inform our instruction and identify gaps

-RTI

- Utilization of Tasks to measure student performance

-Instruction/ Strategies that are implemented and provide multiple entry points addressing student needs

- small group direct instruction

- interim and targeted assessments that are presented in small groups/one-to one

- Mapping that reflect data from previous year

Incorporation of Writing in MATH 2-3 times a week

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent letters from the Everyday Math Program
- Translations of parent letters
- parent workshops
- Math Game Night

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.
- Common grade preparation periods utilized for mathematics planning
- Math Coach
- Ongoing staff development (in house and network)
- Curriculum pacing calendar
- Everyday Math Program
- Mentor/Buddies
- Teacher Recruitment Centers
- Hiring Halls
- Collaboration with Human Resources

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Math Coach
- AIS/RTI Teacher
- Translations verbal/written

-Professional Development

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.

Tax Levy- State Funds

- Translations verbal/written, Math coach

NYSTL- State funds for materials and supplies

- Materials

Title 1- Federal Funds

- AIS/RTI Teacher,

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, based on formal/informal observations and student work in portfolios, 75% of teachers will improve the quality of rigor of student tasks in literacy and mathematics by engaging in whole school professional development; small group collaboration or one-to-one conversation with peers or members of the administrative team.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

One accomplishment over the past year that we are proud of is the implementation of the new Common Core Standards. Professional Development has driven this adaptation throughout the school. As teachers have become more familiar with the standards we realize we need to align our planning and assessments with that same rigor.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-In house staff development by the Literacy Coach and Math Coach

-Upper grade and Lower grade task teams created to help with implementation

-Inquiry allotted time

-protocols for looking at student work

-Based on students products, we will engage in looking closely at students work in literacy and mathematics

-Plan tasks that are evaluated by DOK tasks analysis guide and aligned to the Common core Learning Standards

-Review and analyze student work using standard-based rubrics

-CFN Professional Development/Network Meetings

-Network based Staff Development for Lead Teachers

-Administration Staff Development

-Raising the level of volume in writing

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Information about the Common Core Standard sent home
-Evidence of standard based work is displayed throughout the building
-At PTC sample tasks were handed out
-Workshops for parents supporting rigorous tasks

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.
- In House and Network Staff Development
-Common preparation periods for planning and looking at student work
-Inquiry time
- Book Study around Habits of Mind by Arthur L. Costa and Bena Kallick

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Literacy Coach and Math Coach
-Task Teams
-Staff Development
-Professional Resources
-Teachers College Professional Development (In-house and off site)
- Everyday Math Readiness CFN Professional Development
-Mapping and Reflective Data from previous year
-AIS upper grades with a focus on literacy and mathematics

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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.

Tax Levy- State Funded Money

- Teachers

NYSTL – State funded for Supplies & Materials

- Core Materials

Title 1- Federal Money for Students & Teachers

- Teachers College Professional Development, Professional Books

ARRA RTTT Citywide Instructional Expectations Allocations- Citywide

- Inquiry Per-Session, Task Teams

GOALS AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 17 | 14 | N/A | N/A | 2 | 0 | 0 | 0 |
| 1 | 45 | 43 | N/A | N/A | 1 | 0 | 0 | 0 |
| 2 | 28 | 25 | N/A | N/A | 1 | 0 | 0 | 0 |
| 3 | 26 | 26 | N/A | N/A | 1 | 0 | 0 | 0 |
| 4 | 34 | 28 | N/A | N/A | 0 | 0 | 0 | 1 |
| 5 | 33 | 31 | N/A | N/A | 2 | 0 | 0 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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 |
|--|--|
| ELA | Students serviced are considered to fall into our lowest 1/3 targeted population within each class. These students are not receiving special education services and are selected based on previous standardized assessments, teacher recommendations and informal assessments. Designated periods are determined for each grade in order to diminish interruption in classroom instruction. Our A.I.S Teacher utilizes guided reading strategies and supports instructional strategies. Additionally, a focus on scaffolding questions is presented in order to raise the cognitive level of non-fiction literature and content area material. |
| Mathematics | Students serviced are considered to fall into our lowest 1/3 targeted population within each class. These students are not receiving special education services and are selected based on previous standardized assessments, teacher recommendations and informal assessments. Designated periods are determined for each grade in order to diminish interruption in classroom instruction. The A.I.S. Teacher services a small group of students within the classroom during mathematics instruction. In addition, classroom teachers receive instructional support for differentiated instructional practices from our Math Coach. Flexible groups are established through analyzing the results of ongoing assessments and identifying the strengths and areas that require additional support. |
| Science | Students serviced are considered to fall into our lowest 1/3 targeted population within each class. The service takes place during the school day. The classroom teacher and the science cluster teacher collaborate with each other to best support the needs of these students. Multiple entry points are utilized to ensure that students of different abilities and strengths are supported. Flexible grouping is used depending on the task at hand. Heterogeneous groups are also a strategy employed. Many visual aids and auditory cues are used for instructions. |

| | |
|---|--|
| Social Studies | Students serviced are considered to fall into our lowest 1/3 targeted population within each class. The instruction takes place during the school day in the regular classroom. Some of the strategies employed are flexible grouping, front loading vocabulary with visual aids, graphic organizers and reading texts independently or with guided reading. |
| At-risk Services provided by the Guidance Counselor | This is determined based upon the number of non-mandated periods available within the daily schedule. When students are indentified to nee At-Risk guidance support, which may be a result of a specific incident, our Guidance Counselor addresses his/her needs. |
| At-risk Services provided by the School Psychologist | This is determined based upon the number of non-mandated periods available within the daily schedule. When students are indentified to nee At-Risk guidance support, which may be a result of a specific incident, our School Psychologist addresses his/her needs. |
| At-risk Services provided by the Social Worker | This is determined based upon the number of non-mandated periods available within the daily schedule. When students are indentified to nee At-Risk guidance support, which may be a result of a specific incident, our Social Worker addresses his/her needs. |
| At-risk Health-related Services | None |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- providing school messenger to support languages reflected in the school population;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- having the parent coordinator build and maintain community partnerships benefiting the school community

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader Marlene Wilks | District 28 | Borough Queens | School Number 220 |
| School Name Edward Mandel | | | |

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

| | |
|---|--|
| Principal Josette Pizarro | Assistant Principal Hope Monnes |
| Coach Suzann Valenzuela | Coach Debbie Amato |
| ESL Teacher Dimitra Galatsanos | Guidance Counselor C. Dimitropoulos |
| Teacher/Subject Area Jeanne Costa -ESL | Parent Mrs. Koprowski |
| Teacher/Subject Area Nora Shabani - ESL | Parent Coordinator Teresa Hooks |
| Related Service Provider Lana Rozenberge | Other |
| Network Leader Marlene Wilks | Other |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 3 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | 613 | Total Number of ELLs | 149 | ELLs as share of total student population (%) | 24.31% |
|------------------------------------|------------|----------------------|------------|---|---------------|

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. 

Paste response to questions 1-6 here

Upon entering P.S. 220 in the beginning and throughout the school year, new admits are interviewed to determine eligibility for LAB-R assessment. During the registration process the parent and the student are interviewed by a pedagogue in English and if necessary a translator is provided to assist with the completion of the Home Language Identification Survey. The Home Language Identification Surveys and interviews are conducted by Dimitra Galatsanos, ESL Teacher, Jeanne Costa, ESL Teacher, Dan Billanis, ESL Teacher, Debbie Amato, Literacy Coach and Lana Rozenberge, Related Service Provider. LAB-R and Spanish LAB-R testing occurs within 10 days of entry into our school. The Spanish LAB-R is given to Spanish speaking students that score at or below the cut scores on the LAB-R in order to determine language dominance for instructional planning in providing ESL services. LAB-R testing is administered by Dimitra Galatsanos, ESL Teacher, Jeanne Costa, ESL Teacher and Dan Billanes, ESL Teacher. The Spanish LAB-R is administered by Dan Billanes, ESL Teacher. After the LAB-R is completed and the child is identified as an ELL, the ESL teacher will send entitlement letters to the parents to inform them of their child's LAB-R score and to invite them to our Program Selection Parent Orientation. All letters sent home are translated into their native language. The ESL Team prepares and maintains copies of all letters, Entitlement, Parent Survey and Program Selection form, Placement, Continued Entitlement and Transitional, send out to parents of eligible, current and former ELLs in their native language. Copies of these letters are kept on file in the ESL room. In addition, our ESL teachers follow up with parents through reminder letters and phone calls. Furthermore, the parent coordinator assists in this process. During our Program Selection Parent Orientation, parents are introduced to three program options offered in New York City Public Schools: Free Standing English as a Second Language, Dual Language and Transitional Bilingual Education. Parents understand program options by viewing the Program Choice DVD in their native language which explains the various English learning program options. In the event their native language is not available, an L1 translator will be made available. After viewing the Program Choice DVD, parents are asked to visit the ESL classroom where the ESL teachers further discuss the program options and address any other concerns. Parents are also introduced to the New York State English as a Second Language Achievement Test (NYSESLAT) which is utilized to annually evaluate our ELL population. Every spring, ELLs are mandated to take the NYSESLAT in order to assess their proficiency levels. Students remain entitled until they test out by scoring at the appropriate level on a spring administration of the NYSESLAT. Additionally, the ELL Team: Dimitra Galatsanos, Jeanne Costa and Dan Billanes, use the RLER and previous NYSESLAT results to determine ELL eligibility. Furthermore, we also utilize the RYOS and RSPE to ensure years of service and testing modifications for Special Education ELL students. The NYSESLAT consists of four different strands that need to be tested by all eligible ELLs. The ELL Team, Dimitra Galatsanos, Jeanne Costa and Dan Billanes, follow all procedures and dates in accordance with the NYSESLAT directions for administering each strand of the test.

At the end of our discussion, parents are asked to complete the Parent Survey and Parent Selection form, where they are encouraged to choose the program that fits their child's needs. At the moment, P.S. 220 offers the Free Standing English as a Second Language program. The ESL Team maintains a running tally of the program choices parents make based on the Home Language Identification Survey. Bilingual classes are to be formed when there are 15 or more students on two contiguous grades for Grades K-8. If they aren't enough students to form a bilingual class, parents can opt for another school in the District or stay in the ESL program of our school. If parents opt for a bilingual program in the native language of the student, the ESL Team along with the Parent Coordinator, Teresa

Hooks, will inform the parents of a school where such a program exists. For the past few years the trend for program selection has been that the majority of our parents have opted for English as a Second Language. Trends have been monitored according to the Parent Survey and Program Selection forms. According to the Parent Survey and Program Selection form the tally is as follows: 141 Freestanding English as a Second Language, 3 Dual language and 3 Transitional Bilingual Education. Our Freestanding English as a Second Language program is aligned with the trends evident in the Parent Survey and Program Selection form.

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

Part III: ELL Demographics

A. ELL Programs

| | |
|--|--|
| This school serves the following grades (includes ELLs and EPs) Check all that apply | K* 1* 2* 3* 4* 5* 6● 7● 8● 9● 10● 11● 12● |
|--|--|

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 | Total # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 28 | 33 | 23 | 23 | 19 | 23 | | | | | | | | 149 |
| Total | 28 | 33 | 23 | 23 | 19 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 149 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs | 149 | Newcomers (ELLs receiving service 0-3 years) | 135 | Special Education | 37 |
| SIFE | 0 | ELLs receiving service 4-6 years | 14 | Long-Term (completed 6 years) | 0 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

| ELLs by Subgroups | | | | | | | | | | |
|--|------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 3 | | 1 | | | | | | | 3 |
| Dual Language | 3 | | | | | | | | | 3 |
| ESL | 129 | | 29 | 14 | | 8 | | | | 143 |
| Total | 135 | 0 | 30 | 14 | 0 | 8 | 0 | 0 | 0 | 149 |
| Number of ELLs in a TBE program who are in alternate placement: <u>0</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 | | | | | | | | | | | | | 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 |
| TOTAL | 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 | EP | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 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 |
| TOTAL | 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 |
| TOTAL | 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 | 8 | 9 | 5 | 3 | 3 | | | | | | | | 30 |
| Chinese | 1 | 1 | 0 | | | 1 | | | | | | | | 3 |
| Russian | 8 | 14 | 4 | 6 | 7 | 7 | | | | | | | | 46 |
| Bengali | 1 | 1 | 1 | 2 | | | | | | | | | | 5 |
| Urdu | 2 | 1 | | 2 | | 1 | 0 | | | | | | | 6 |
| Arabic | | | | | 1 | | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | 3 | | | | | | | | | | | | | 3 |
| Polish | 2 | | | | | 1 | | | | | | | | 3 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 9 | 8 | 9 | 8 | 8 | 10 | | | | | | | | 52 |
| TOTAL | 28 | 33 | 23 | 23 | 19 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 149 |

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?

Paste response to questions 1-7 here

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

In the Freestanding English as a Second Language program the ESL teachers align their instruction according to content units of study. The ESL teachers employ scaffolding strategies found in Walqui's Model to enrich language development in Science, Social Studies, Math and Language Arts. The ESL Team utilizes Benchmark Education English Explorers materials which include audio CDs and leveled books which encompasses sentence structures, language development, reading strategies, content vocabulary, high frequency words, fluency and text and graphic features for Science and Social Studies content. For Language Arts, we align our instruction with the Teachers College Reading and Writing Project and incorporate the Scholastic Reading Skills Leveled Kits. The Scholastic Reading Skills Leveled Kits enables students of varied proficiency levels to increase their reading and writing skills and strategies. The kits provide high interest topics that are aligned with content area curriculum. They focus on topics in Social Studies, Science, Mathematics, Technology, Sports, Arts and Entertainment. To develop ELLs' Math skills, we construct our lessons by bringing the language of Math that our ELLs encounter during their Everyday Math lessons. Additionally, our ESL teachers model the required tasks across content areas by using preparing to learn scaffolds such as graphic organizers and Total Physical Response (TPR). We bridge new concepts by tapping into students' prior

A. Programming and Scheduling Information

knowledge. We contextualize new concepts and language by using realia, manipulatives, graphic representation, and verbal analogies familiar to students. Teachers use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation we assist students in recreating concepts and language from one genre into another. We ensure that our ELLs apply metacognitive strategies by using self monitoring checklists, student assessment charts and rubrics. The aforementioned above scaffolds are part of the school's core belief of providing multiple entry points for English Language Learners.

ESL instruction is differentiated according to proficiency levels. The ESL teachers use Scholastic Reading Skills Kits, Leap Frog, Benchmark reading and Leveled library to support rigorous reading tasks that help ELLs deepen their reading comprehension capabilities. Through small group instruction ESL teachers are employing the Balanced Literacy Model to accommodate all learning needs, by taking into consideration ELLs individual reading levels, mapped out by Fountas and Pinnell. ELLs study content material by reading leveled Benchmark Education books accompanied by listening to CD Roms that correspond with the reading material.

The current program in place at P.S. 220 is the Frestanding English as a Second Language model. Currently, we evaluate Spanish Speaking ELLs in their native language by using the Spanish LAB-R to determine language dominance for instructional planning in providing ESL services.

We currently do not have any SIFE students. However, the administration will make the necessary program and educational revisions as necessary. In the meantime, P.S. 220 will plan for any SIFE student entering our school by accelerating academic and language development by providing additional instructional time before and after school, as well as Saturday classes. We will assess any SIFE students through the use of TCWRP running records, EL Sol, informal school assessments to determine the student's linguistic and academic level. Additionally, instruction will be differentiated according to proficiency levels. The ESL Team will incorporate scaffolds such as Leap Frog, Leveled Benchmark books, Scholastic Reading Skills Kits, graphic organizers, realia, manipulatives and TPR to enhance language development embedded in the content areas. Also we use bilingual books and bilingual paraprofessionals for native language support. This support system will allow us to build necessary background knowledge in order for them to assimilate and participate in educational and social contexts.

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

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

Teachers of ELL-SWDs employ instructional strategies recommended in the student's I.E.P. Teachers follow the framework of Universal Design for learning to employ techniques that include repeat modeling of the task, repeating directions, using pictures to support text, using graphic organizers, conferring with the students, and utilizing flexible grouping. Teachers emphasize academic language acquisition. Teachers apply instruction that supports all strands of English language development: listening, speaking, reading, and writing.

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% | Page 33 |
| 75% | |
| 50% | |
| 25% | |

A. Programming and Scheduling Information

classrooms or in self-contained classrooms. All ELLs with special needs attend the AIS Extended Day Program and they are also invited to attend the Title III Program

B. Programming and Scheduling Information--Continued

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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

For the upcoming school year, we are implementing the Common Core Standards across all content areas. We are in the process of developing the Universal Design Plan, which enables teachers to address needs for all students. It incorporates teacher effectiveness and rigorous tasks. We are also incorporating Danielson's Framework for Teaching which promotes high quality teaching through complex activities in the following domains: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities. It allows for a reflection of the complexity of teaching. This is beneficial not only to our ELLs but to the whole school population.

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All students at P.S. 220 are afforded equal access to all school programs. Throughout the school day our ELLs participate in a variety of curricular and extracurricular activities. ELLs attend Art, Gym, Technology and Music. Additionally, they are invited to all school assemblies, school trips, and participate in all school wide festivities, such as the Holiday Show, Math Games, International Festival, Field Day and Community Book Launch. Our school also offers after school and supplemental services to all students of P.S. 220. Our ELLs are invited to attend the Academic Intervention Service which targets students who need extra support in all subject areas. Teachers create

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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

We currently do not have a Dual Language Program.

Science:

0

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.

Paste response to questions 1-3 here

At P.S. 220, our Principal, Josette Pizarro, Assistant Principal, Hope Monnes, Literacy Coach, Debbie Amato, Lower and Upper teachers attend Teachers College Professional Development. A schedule has been provided to administration and teachers from the beginning of the school year. During their Professional Development, the teachers are introduced to strategies for enhancing personal and persuasive essays, skill development in nonfiction reading, patterned writing and reading, small group reading instructions, symbolism, metaphor, and deeper meaning when reading and writing Fantasy. Their Teacher College Professional Development starts from September, 2011 and ends in June of 2012. It is held twice a month. Our Math Coach, Suzann Valenzuela, attends the monthly Math Workshops and Data/Inquiry Meetings. Also our Principal, Josette Pizarro, attends monthly Principal Meetings. In addition, our Assistant Principal, Hope Monnes, along with our Math Coach, Suzann Valenzuela attend the APs & Leadership workshops throughout the 2011-2012 school year. For this years Lead Teacher workshops the following teachers will be attending: Literacy Coach, Debbie Amato, ESL Teacher, Jeanne Costa and, 5th Grade Special Education Teacher, Virginia Fadis. The ESL team attends and participates in periodic school based and city wide professional development as offered by Universities, The Office of English Language Learners and TESOL. Additionally, they will host Professional Development for Lower/Upper Teachers and Paraprofessionals in the month of November, January and June. The ESL team also attends monthly workshops hosted by our Network Leader, Pierre Galvez. Lana Rozenberg, our Related Service Provider, attends monthly Compliance meetings throughout our school year. Ms. Teresa Hooks, the Parent Coordinator attends Parent Coordinator District 28 meetings every other month and also will attend the Respect for All (anti-bullying) workshop. Our Guidance Counselor, Christina Dimitropoulos, attended the Mandated Reporter workshop and will be attending the SEMS and Respect for All workshops. Current research and practices introduced during these meetings will then be turn-keyed as professional development to our entire staff which is then implemented throughout the school.

As ELLs move throughout the grades, our team supports the staff in several ways. The ESL team provides data to the teachers on their current students. We provide them with analyzed NYSESLAT scores in order to determine in which strands ELLs need extra support. For upper grades, we also provide teachers with the Periodic Assessment as a predictor of how students are faring so far, and so teachers can plan future instruction. The NYSESLAT data is then recorded at the end of the year on an articulation card for every child's new teacher. Our ESL room has an open door policy for staff members who may have concerns and questions about their new ESL students. When concerns arise, we supply teachers with strategies and materials to bridge language acquisition with grade level curriculum. Throughout the year, the ESL team hosts numerous professional development which focus on current research for supporting ELLs: Academic Language, Introduction to the NYSESLAT, Language of Testing, Research to Practice, Sharing New Knowledge and Taking a Closer Look at the Language of Testing.

As per Jose P. mandated 7.5 hours, records of these meetings are maintained through sign-in sheets and agendas provided at the meetings.

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?

ThrPaste response to questions 1-4 here

The goal of P.S. 220 is not only to accommodate the students but the families as well. We have an active PA which meets regularly to discuss concerns within the school community, upcoming events and to organize student functions/fundraisers. Additionally, our school provides the PS 220 Monthly Newspaper which informs parents about upcoming events, units of study, testing calander and school notices. Parents are invited to attend our annual Holiday show, the International Festival and our educational school trips. In the beginning of the school year parents are given a needs assessment survey which helps the school personnel identify the needs and take the proper action. Parents are invited to attend Curriculum Night, where they have the opportunity to meet their child's teacher/s, learn about the curriculum and expectations per grade level. We also have staff members on-site to assist with translations for our ELL parents. The ELL parents also partake in a Parent Orientation hosted by the ESL team where they receive information in their native language about the different English learning programs offered by New York City for their child. Our Parent Coordinator, Teresa Hooks, keeps all parents informed about upcoming events and activities. This ensures that all parents feel included in our school community. At the moment there is no partnership with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

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

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

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

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

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.



B. Programming and Scheduling Information--Continued

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Our Academic Intervention Service targets students who need extra support in all subject areas. Teachers create lessons that facilitate the academic intervention needs of the students and teach them strategies which will allow them to overcome academic problems. For Language Arts, we align our instruction with the Teachers College Reading and Writing Project and incorporate the Scholastic Reading Skills Leveled Kits. The Scholastic Reading Skills Leveled Kits enables students of varied proficiency levels to increase their reading and writing skills and strategies. The kits provide high interest topics that are aligned with content area curriculum. They focus on topics in Social Studies, Science, Mathematics, Technology, Sports, Arts and Entertainment. Also, they provide strategies that will enhance Reading and Writing. These strategies are charted and showcased in the classroom which allows ELLs to reflect back when needed. In addition, the ESL Team focuses on language in Math word problems, offers picture support, text modification, chunking information, sequencing events, deconstructing and reconstructing sentences, content specific vocabulary, graphic organizers and maps for Science and Social Studies content areas. Furthermore, bilingual books, bilingual dictionaries, bilingual paraprofessionals are used across content areas to support native language. Based on informal and formal assessment data such as state exams, NYSESLAT, LAB-R and Spanish LAB-R scores, conference notes and students' work, ELLs who require extra support are mandated to stay after school for 37 and ½ minutes. ELLs who attend AIS are serviced either by an ESL teacher or a mainstream teacher. Collaboration among the ESL teachers and the mainstream teachers takes place in order to provide ELLs with the strategies needed to excel.

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

For the upcoming school year, we are implementing the Common Core Standards across all content areas. We are in the process of developing the Universal Design Plan, which enables teachers to address needs for all students. It incorporates teacher effectiveness and rigorous tasks. We are also incorporating Danielson's Framework for Teaching which promotes high quality teaching through complex activities in the following domains: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities. It allows for a reflection of the complexity of teaching. This is beneficial not only to our ELLs but to the whole school population.

In our school, ELL services will be discontinued only if the student passes the NYSESLAT exam given in the spring. Eventhough, ELL services are discontinued, former ELLs are still entitled to testing modifications, which are separate location, time and a half and a third reading of up to 2 years on all state exams. In addition, we also extend the invitation to our former ELLs to participate in the AIS Extended Day program. Furthermore, we continue to collaborate with their mainstream and/or Special Education teachers in order to ensure that they are progressing educationally and socially. We also believe in an open door policy. Teachers are always welcome to come in and where we can provide them with new strategies found in our ESL Toolbox in order to support their current and former ELLs.

All students at P.S. 220 are afforded equal access to all school programs. Throughout the school day our ELLs participate in a variety of curricular and extracurricular activities. ELLs attend Art, Gym, Technology and Music. Additionally, they are invited to all school assemblies, school trips, and participate in all school wide festivities, such as the Holiday Show, Math Games, International Festival, Field Day and Community Book Launch. Our school also offers after school and supplemental services to all students of P.S. 220. Our ELLs are invited to attend the Academic Intervention Service which targets students who need extra support in all subject areas. Teachers create lessons that facilitate the academic intervention needs of the students and teach them strategies which will allow them to overcome academic problems. The ESL Team focuses on language in Math word problems, offers picture support, text modification, chunking

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

We currently do not have a Dual Language Program.

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.

Paste response to questions 1-3 here

At P.S. 220, our Principal, Josette Pizarro, Assistant Principal, Hope Monnes, Literacy Coach, Debbie Amato, Lower and Upper teachers attend Teachers College Professional Development. A schedule has been provided to administration and teachers from the beginning of the school year. During their Professional Development, the teachers are introduced to strategies for enhancing personal and persuasive essays, skill development in nonfiction reading, patterned writing and reading, small group reading instructions, symbolism, metaphor, and deeper meaning when reading and writing Fantasy. Their Teacher College Professional Development starts from September, 2011 and ends in June of 2012. It is held twice a month. Our Math Coach, Suzann Valenzuela, attends the monthly Math Workshops and Data/Inquiry Meetings. Also our Principal, Josette Pizarro, attends monthly Principal Meetings. In addition, our Assistant Principal, Hope Monnes, along with our Math Coach, Suzann Valenzuela attend the APs & Leadership workshops throughout the 2011-2012 school year. For this year's Lead Teacher workshops the following teachers will be attending: Literacy Coach, Debbie Amato, ESL Teacher, Jeanne Costa and, 5th Grade Special Education Teacher, Virginia Fadis. The ESL team attends and participates in periodic school based and city wide professional development as offered by Universities, The Office of English Language Learners and TESOL. Additionally, they will host Professional Development for Lower/Upper Teachers and Paraprofessionals in the month of November, January and June. The ESL team also attends monthly workshops hosted by our Network Leader, Pierre Galvez. Lana Rozenberg, our Related Service Provider, attends monthly Compliance meetings throughout our school year. Ms. Teresa Hooks, the Parent Coordinator attends Parent Coordinator District 28 meetings every other month and also will attend the Respect for All (anti-bullying) workshop. Our Guidance Counselor, Christina Dimitropoulos, attended the Mandated Reporter workshop and will be attending the SEMS and Respect for All workshops. Current research and practices introduced during these meetings will then be turn-keyed as professional development to our entire staff which is then implemented throughout the school.

As ELLs move throughout the grades, our team supports the staff in several ways. The ESL team provides data to the teachers on their current students. We provide them with analyzed NYSESLAT scores in order to determine in which strands ELLs need extra support. For upper grades, we also provide teachers with the Periodic Assessment as a predictor of how students are faring so far, and so teachers can plan future instruction. The NYSESLAT data is then recorded at the end of the year on an articulation card for every child's new teacher. Our ESL room has an open door policy for staff members who may have concerns and questions about their new ESL students. When concerns arise, we supply teachers with strategies and materials to bridge language acquisition with grade level curriculum. Throughout the year, the ESL team hosts numerous professional development which focus on current research for supporting ELLs: Academic Language, Introduction to the NYSESLAT, Language of Testing, Research to Practice, Sharing New Knowledge and Taking a Closer Look at the Language of Testing.

As per Jose P. mandated 7.5 hours, records of these meetings are maintained through sign-in sheets and agendas provided at the meetings.

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?

ThrPaste response to questions 1-4 here

The goal of P.S. 220 is not only to accommodate the students but the families as well. We have an active PA which meets regularly to discuss concerns within the school community, upcoming events and to organize student functions/fundraisers. Additionally, our school provides the PS 220 Monthly Newspaper which informs parents about upcoming events, units of study, testing calander and school notices. Parents are invited to attend our annual Holiday show, the International Festival and our educational school trips. In the beginning of the school year parents are given a needs assessment survey which helps the school personnel identify the needs and take the proper action. Parents are invited to attend Curriculum Night, where they have the opportunity to meet their child's teacher/s, learn about the curriculum and expectations per grade level. We also have staff members on-site to assist with translations for our ELL parents. The ELL parents also partake in a Parent Orientation hosted by the ESL team where they receive information in their native language about the different English learning programs offered by New York City for their child. Our Parent Coordinator, Teresa Hooks, keeps all parents informed about upcoming events and activities. This ensures that all parents feel included in our school community. At the moment there is no partnership with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

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) | 9 | 15 | 5 | 5 | 7 | 3 | | | | | | | | 44 |
| Intermediate(I) | 4 | 11 | 3 | 12 | 6 | 5 | | | | | | | | 41 |
| Advanced (A) | 12 | 7 | 15 | 5 | 6 | 14 | | | | | | | | 59 |
| Total | 25 | 33 | 23 | 22 | 19 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 144 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|----|----|----|---|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | 1 | 1 | 0 | 0 | 0 | | | | | | | |
| | I | | 4 | 2 | 2 | 3 | 0 | | | | | | | |
| | A | | 9 | 13 | 7 | 8 | 3 | | | | | | | |
| | P | | 13 | 4 | 11 | 4 | 15 | | | | | | | |
| READING/ WRITING | B | | 9 | 2 | 3 | 3 | 0 | | | | | | | |
| | I | | 10 | 2 | 12 | 6 | 5 | | | | | | | |
| | A | | 5 | 9 | 5 | 5 | 13 | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| | P | | 3 | 7 | 0 | 1 | 0 | | | | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | 3 | 5 | | | 8 |
| 4 | 8 | 10 | | | 18 |
| 5 | 9 | 6 | 1 | | 16 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 4 | | 8 | | 1 | | | | 13 |
| 4 | 3 | | 8 | | 8 | | | | 19 |
| 5 | 6 | | 8 | | 7 | | 1 | | 22 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 2 | | 2 | | 11 | | 1 | | 16 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| 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.

Paste response to questions 1-6 here

Additional data utilized within the classroom to assess the early literacy skills of our ELLs is TCRWP which includes running records, concepts of print, conference notes, letter identification and sound recognition. In first grade, according to our assessments, 6% of ELL students are identified as pre-emergent readers and 27% are reading at level one. Based on the results of our assessments, the ESL Team along with mainstream teachers will focus on reading strategies to help these students progress and reach grade level reading. Furthermore, ESL teachers create differentiated lessons to meet the needs of their students in order to promote independent reading progress. Moreover, the goal is for our students to acquire the new strategies and utilize them in their classrooms on a daily basis.

An analysis of the LAB-R and NYSESLAT indicate that in Kindergarten there are 55% of students who scored at the Beginning and

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

School Name: Edward Mandel

School DBN: 28Q22

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|------------------------------|-----------|-----------------|
| Josette Pizarro | Principal | | 10/7/11 |
| Hope Monnes | Assistant Principal | | 10/7/11 |
| Teresa Hooks | Parent Coordinator | | 10/7/11 |
| Dimitra Galatsanos | ESL Teacher | | 10/7/11 |
| Mrs. Koprowski | Parent | | 10/7/11 |
| Jeanne Costa, ESL | Teacher/Subject Area | | 10/7/11 |
| Nora Shabani, ESL | Teacher/Subject Area | | 10/7/11 |
| Suzann Valenzuela | Coach | | 10/7/11 |
| Debbie Amato | Coach | | 10/7/11 |
| C. Dimitropoulos | Guidance Counselor | | 10/7/11 |
| Pierre Galvez | Network Leader | | |
| Christina Swantak | Other <u>Teacher</u> | | 10/7/11 |
| Lana Rozenberg | Other <u>Related Service</u> | | 10/7/11 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q220** School Name: **Edward Mandel**

Cluster: _____ Network: **209**

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

Part A: Needs Assessment Findings

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

2. Articulation was conducted with the school leadership team, classroom teachers, ELL teacher and parent coordinator to determine the needs of our non English speaking families. Using the Home Language Surveys, collected information was analyzed in an effort to further clarify the level of translation support needed and languages most dominant at PS 220. In addition the Parent Coordinator survey and informal surveys conducted by classroom teachers were used to provide us with a clear sense of the oral interpretation needs of our school community. We found a significant similarity between parents who need oral interpretation and those who need written interpretation of school documents. Of the children serviced in ESL, the majority of the families are Russian speaking. In addition, we have a growing number of Hispanic parents who have requested translations in Spanish. Our overall school community shows a need for Russian, Spanish, Chinese, and other translations including others.. Our population reflects the following percent within our school community; spanish 21%, Chineses2%, Russian 30%and other 35%

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

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

Part B: Strategies and Activities

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

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

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

Oral interpretation services will be used to assist with translation during parent teacher conferences, Parent Association meetings and Parent Coordinator meetings and workshops. For parent teacher conferences, appointments are scheduled so that translations and interpretation services are available to assist parents and teachers when communicating the needs of the child. This will provide families with a clear understanding of school policies, curriculum, and expectations. Our goal is that the oral interpretation services provided to families will allow them to participate in all school meetings, activities and functions to the fullest extent.

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

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

Parents are provided with translations, of covered languages, of the Bill of Rights and Responsibilities regarding the translation and interpretation services. Signs and notices are posted in ,covered langauges, in conspicuous locations such as the main entrance and office stating that translation and interpretation services are available. The school Safety Plan will highlight procedures for ensuring that parents & guardians are informed of emergencies in their native language.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Gary D. Goldenback

Borough: Queens District: 28 School Number: 220 School Name: Edward Mandel

Cluster Leader: Amundsen Network Leader: Wilks Title I Schoolwide Plan (Conceptual Consolidation?) yes

| Intent and Purpose | Was there evidence of this intent/purpose? | |
|---|---|--|
| | YES | NO |
| Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154. | ☼ Yes | <input type="radio"/> No Comments: |
| Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms." | ☼ Yes | <input type="radio"/> No Comments: |
| Parent Activities | ☼ Yes | <input type="radio"/> No Comments: |
| Budget | <input type="radio"/> Yes ☼ NA (Title I SWP) | <input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments: |
| Approved? Yes ☼ No <input checked="" type="radio"/> Date: 1/27/12 Senior ELL CPS: Gary D. Goldenback | | |
| Additional Comments: | | |