



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**DBN : 75M811 CEP 2012-13 FINAL**

**PRINCIPAL: BARRY DAUB**

**EMAIL:**

**BDAUB@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: GARY HECHT**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Barry Daub	*Principal or Designee	<i>Barry Daub</i>
Allister Johnson	*UFT Chapter Leader or Designee	<i>Allister Johnson</i>
Chantaya Greene	*PA/PTA President or Designated Co-President	<i>Chantaya Greene</i>
Belinda Garcia	DC 37/ Parent Coordinator	<i>Belinda Garcia</i>
Jacqueline Bacchus	Member/Teacher	<i>Jacqueline Bacchus</i>
Brian Joyce	Member/Teacher	<i>Brian Joyce</i>
Krystyna Greco	Member/Teacher	<i>Krystyna Greco</i>
Gennell Davis	Member/Parent	<i>Gennell Davis</i>
Miriam Suzana Lucca	Member/Parent	<i>Miriam Suzana Lucca</i>
Shemekwah Polite	Member/Parent	<i>Shemekwah Polite</i>

## 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**

By the end of the 2012-2013 school year, standardized-assessment students in grades 6-8 will show at least a 5% scaled-score increase on the NYS Mathematics Exam.

### **Comprehensive needs assessment**

- Baseline assessment from October 2012 and NYS Math exam results for grades 6-8 from the 2011-2012 school year evidenced a need to improve the academic achievement of standardized Middle School students in Math. This improvement will be supported through the implementation of Math In Focus programs coupled with weekly teacher team meetings focused on using short, frequent cycles of inquiry to design and modify CCLS-aligned instruction.

### **Instructional strategies/activities**

#### **June 2012**

- Teachers and paraprofessionals are trained in the middle school *Math in Focus Program*.
- Teacher teams consisting of Principal, APs, Coordinators, School Based Coach and Teachers use 2011-2012 math performance data to design pacing calendars for the 2012-2013 school year.

#### **July 2012-August 2012**

- Teacher teams consisting of Principal, APs, Coordinators, School Based Coach and Teachers use 2011-2012 Math performance data to design pacing calendars for the 2012-2013 school year.
- **September 2012-October 2012**
- Class schedules designed to accommodate 5 periods of *Math in Focus Program* instruction per week.
- Teacher schedule designed to allow 100% of teachers to meet 1 period each week in their teacher teams.
- Teacher teams are designed to group teachers according to grade level to allow for meaningful collegial discussion.

#### **October 2012 - June 2013**

- Teacher teams will conduct short and frequent cycles of inquiry to analyze Math data and CCLS-aligned performance tasks to identify overall trends, strengths and weaknesses of groups and individual students.
- Teacher teams explore UDL principles as they apply to unit planning.
- Pacing calendars and units will be modified in order to address the instructional needs determined by the teacher teams.
- Administrators meet twice monthly with team leaders to analyze the quality of teacher team work and professional practices, with particular attention to what teachers need to learn to support student mastery of the CCLS. Adjustments to the use of organizational resources and professional development will be made to adequately support the on-going development of staff.

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school’s Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy   Title I   Title IIA   Title III   Grants   Other

If other is selected describe here:

**Service and program coordination**

- Scheduling to accommodate math instructional periods daily.
- NYSTL allocation used to purchase *middle school Math in Focus*.
- Scheduling to accommodate weekly Teacher Team meetings.
- Professional development to deepen teacher understanding of the Math in Focus curriculum.
- Professional development to train teachers and paraprofessionals in the integration of technology (i.e., Smart Board, iPad, computer games) into their math instruction.
- Standardized Assessment Coordinator to provide regular AIS intervention to students and Math Instruction Coaching to teachers.

## 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**

By the end of the 2012-2013 school year, students will increase their writing skills by demonstrating the ability to use clear, relevant, sequential and valid evidence to support their claims in essays aligned to the expectations of the Common Core Learning Standards resulting in standardized-assessment students in grades 3-8 showing at least a 5% scaled-score increase on the NYS English Language Arts Exam.

### **Comprehensive needs assessment**

- Baseline assessment from Fountas and Pinnell benchmark tests administered by classroom staff, as well as NYS ELA exam results for grades 3-8 from the 2011-2012 school year and data from the CCLS ELA Acuity exams administered in Dec. 2012 have evidenced a need to improve the academic achievement of standardized students grades 3-8 in the area of writing. This improvement will be supported through the implementation of CCLS-aligned units of study coupled with weekly teacher team meetings focused on using short, frequent cycles of inquiry to design and modify CCLS-aligned instruction.

### **Instructional strategies/activities**

#### **June 2012- August 2012**

- Teacher teams consisting of Principal, APs, Coordinators, School Based Coach and Teachers use 11-12 ELA performance data to design curriculum maps for the 12-13 school year.

#### **September 2012-October 2012**

- Class schedules designed to accommodate 5 periods of *writing* instruction per week.
- Teacher schedule designed to allow 100% of teachers to meet 1 period each week in their teacher teams.
- Teacher teams are designed grouping teachers according to grade level and disability group to allow for collegial discussion.

#### **October 2012 - June 2013**

- Teacher teams will conduct short and frequent cycles of inquiry to analyze ELA/writing data and CCLS aligned performance tasks to identify overall trends, strengths and weaknesses of groups and individual students.
- Teacher teams explore UDL principles as they apply to unit planning.
- Administrators meet twice monthly with team leaders to analyze the quality of teacher team work and professional practices, with particular attention to what teachers need to learn to support student mastery of the CCLS. Adjustments to the use of organizational resources and professional development will be made to adequately support the on-going development of staff.
- Teachers will implement a unit of study that has been aligned to the common core and given a performance task in which they are asked to interact with a text using level 3 and 4 activities, according to the Depth of Knowledge (DOK) Levels.
- Teachers will deliver the newly aligned unit to their students by April 2013.
- Teachers will implement the units provided from the Common Core Library by May 2013.

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

**Service and program coordination**

- Purchase Fountas- Pinnell, classroom Libraries.
- Professional development to train teachers to effectively.
- Tax Levy Monies will be used for out of classroom position Standardized Assessment Coordinator.
- Common preparatory and teaching periods are scheduled to give teachers within and across sites to meet and collaborate.

### **ANNUAL GOAL #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**

By the end of the 2012-2013 school year, students with autism will improve their literacy skills as evidenced by successful completion of CCLS-aligned tasks involving determining what informational texts say and making logical inferences by citing specific textual evidence, as evidenced by student work portfolios with a 25% increase over baseline data.

#### **Comprehensive needs assessment**

Baseline assessment from ABLLS-R, FAST, and SANDI, as well as student work portfolios from the 2011-2012 school year evidence a need to improve the academic achievement of students with autism in the area of CCLS-aligned literacy tasks related to Reading Informational Texts (Standard 1), Writing (Standard 1), and Speaking and Listening (Standard 1). Specifically students in our 6:1:1 classes should be able to demonstrate the ability to read closely to determine what the text says explicitly and to make logical inferences from it, citing specific textual evidence when writing or speaking to support conclusions drawn from the text (CCLS, Reading Informational Text Standard 1). This will be supported through the implementation of CCLS-aligned units of study coupled with weekly teacher team meetings focused on using short, frequent cycles of inquiry to design and modify CCLS-aligned instruction.

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

##### **June 2012**

- Teacher teams consisting of Principal, APs, Coordinators, School Based Coach and Teachers use 11-12 ELA ABLLS and SANDI performance data to design curriculum maps for the 12-13 school year.

##### **September – October 2012**

- Professional development addressing CCLS will be provided to all teachers.
- Teachers will work in collaborative teams to develop units aligned to the CCLS for each grade band.
- Teacher teams will also develop a common rubric to monitor student progress.
- During the implementation of the units, teacher teams will continue to meet in order to assess the efficacy of their instructional practices and identify any need to revise the unit or instructional strategies.

##### **October-June 2013**

- All 6:1:1 teachers will implement at least two units to address the CCLS standard identified.
- Common rubric will be utilized to assess student achievement during each unit and to evidence student growth from fall to spring.
- Using the common rubric as a measurement tool, a minimum of 75% of students will evidence growth between fall and spring.
- Student portfolios will display student work samples that evidence growth and exhibit a range of performance levels across the common rubric.
- An increase SANDI scores linked to the grade-level CCLS of focus will evidence student progress.

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school’s Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy        Title I        Title IIA        Title III        Grants        Other

If other is selected describe here:

**Service and program coordination**

- Scheduling to accommodate 2 periods of reading daily.
- NYSTL allocation used to purchase *Materials*.
- Scheduling to accommodate weekly teacher team meetings.
- Ongoing professional development that is needed for the teachers to maintain the knowledge that is delivered to them to effectively implement curriculum.
- Professional development to train teachers and paraprofessionals in the integration of technology (i.e., Smart Board, iPad, computer games) into their math instruction.
- Alternate Assessment Coordinators to provide regular AIS intervention to students and Coaching to teachers



	<p>They are used during the school day and after school. This program helps to develop phonics, phonological awareness, decoding, and vocabulary.</p> <p><b>The Great Leaps</b> program is utilized during one-to-one with AIS teachers during the school day. The program provides drill and practice for reading fluency.</p> <p><b>Summer Success</b> is a program used during summer school and in small groups. It provides strategies to develop reading skills. For students in grades K-8</p> <p><b>Words Their Way</b> Used during the school day with grades K - 3. word study for phonics, phonemic awareness, vocabulary, and spelling</p> <p><b>Handwriting Without Tears</b> Used during the school day with grades PreK - 5 strategies for making legible and fluent handwriting an easy and automatic skill for students</p> <p><b>Academic Intervention Instruction</b> Teachers designated as additional instructors of ELA will instruct small groups and 1:1 at least 3 times a week for 45 minutes a session.</p>		<p>During the school day-individual basis</p> <p>Throughout the school day</p>
Mathematics	<p>Students are assessed through formal and informal assessments for example, IEP goals, teachers' observations, Everyday math unit tests, Interim Assessment, and Standardized Assessments. Students at risk of not meeting standards receive AIS services through an array of programs and strategies.</p> <p><b>Math Steps</b> is used with our K-12<sup>th</sup> grade students during the school day. It is provided in small group instruction and one-to-one instruction, basic number concepts, addition, subtraction, multiplication, dividing, fractions, decimals, rates, ratios, proportions, percents,</p> <p><b>Summer Success Math</b> is utilized during summer school in grades K-8<sup>th</sup>. It is used in small group instruction and introduces, reinforces and reviews key math concepts.</p> <p><b>Everyday Math Games</b> are provided to students in K-5<sup>th</sup>.</p>	<p>Small group instruction</p> <p>One-to-One; Small Group Instruction</p> <p>One-to-One; Small Group Instruction</p>	<p>During the school day-5 periods weekly-(Math 1)</p> <p>During the school day-5 periods</p>

	<p>They provide drill exercise aimed primary at building fact and operations skills. This is done in small guided groups. <b>Great Leaps</b> Math is provided to students in grades 3-8<sup>th</sup>. It provides them with drill &amp; practice of addition, subtraction, multiplication &amp; division. terms and concepts to help build mathematics literacy. <b>Academic Intervention Teachers</b> designated as additional instructors of Math will instruct small groups and 1:1 at least 3 times a week for 45 minutes a session.</p>		weekly-(Math 2)
Science	<p>Our Applied Learning Cluster teacher provides extra support in the development and understanding of science concepts through exploration and experimentation. After school trips to study the environment, hands-on activities and use of technology for research are also implemented into the program. Our computer lab is utilized for research throughout the school day and afterschool tutoring, in small group instruction, and during one-to-one instruction. Science teachers provide students with small group instructions as well one-to-one instruction during the day.</p>	One-to-One; Small Group Instruction	During the school day
Social Studies	<p>Our computer lab is utilized for research throughout the school day and afterschool for tutoring, in small group instruction, and during one-to-one instruction. In addition, for extra support, interactive software programs, with Social Studies themes, are available for small group instruction to enhance the Social Studies curriculum. Our Applied Learning Cluster teacher provides extra support in the development and understanding of Science concepts through exploration. After school trips to study the environment, hands-on activates and use of technology for research are also implemented into the program.</p>		During the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Intensive Counseling and Guidance is provided to students and their families          Positive Behavior &amp; Intervention Supports          Life Space Crisis Intervention          Therapeutic Crisis Intervention          Social Skills Training          Character Education          Developmental Assets          Push-In Academic Support          High School Placement Support          P811M has a full-time school psychologist at the main site and part-time school psychologists at P811M@149 and P811M@101. The school psychologist assists in Functional Behavior Assessment and Behavioral Intervention Plans as well as as-needed reevaluations to ensure the needs of all students are being met.</p>	<p>One-to-One; Small Group Instruction</p>	<p>During the school day</p>
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## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality

**Recruitment-** Certified special education teachers of special classes in common branch subjects in Grades K-6 and of classes composed exclusively of students, regardless of age, who are eligible for the NYSAA, are HQ for their assignments if they are certified in Special Education and have passed the LAST, the NYC Board of Examiners test or the HOUSSSE. Of P811M serves standardized and alternate assessment K-6 students. All of the teachers serving these classes are appropriately licensed in Special Education as per HQ requirements. We also serve standardized and alternate assessment middle school students in grades 6-8. These teachers are certified in special education and therefore also meet HQ requirements. When recruiting, hiring priority is given to candidates that hold common branch licensure in addition to their special education license. We acknowledge that doing so will give both the teacher and the school flexibility in assignment options that best serve students.

**Retention-** P811M works diligently to acknowledge the strengths and interests of each teacher. In addition to matching teachers to their areas of expertise, time is vested to help teachers develop strengths in their areas of pedagogical interest. We recognize that teacher retention is maintained by investing in support structures that will assist teachers with their continued professional growth.

**Assignments-** P811M assigns teachers to their area of certification AND encourages teachers to take the HOUSSSE in other core subjects they may teach in the future, if appropriate. Where appropriate, teachers are reassigned to areas for which they are HQ.

**Support- Mentoring:** All new hires to the NYC DOE are required to complete a year of mentoring with a lead teacher or coach. We match our new hires with our lead teachers and/or coaches and they receive a minimum of 2 periods per week of mentoring. Mentor/mentee assignments are carefully planned by administration to ensure that the mentee benefits from the skill-set of the mentor. Mentoring experiences consist of, but are not limited to inter-visitations with colleagues, common planning, and modeling and one to one conferences.

**District Level Professional Development:** all teachers are encouraged to sign up for District Level Professional Development. In addition to personal choice, administrators match professional development with the needs of teachers based on informal/formal observations, walkthroughs and by analyzing data generated by individual classes.

**Monthly Teacher Team Instructional Meetings:** Administrators meet with small groups of teachers and present on an instructional topic to provide further clarity or exposure to help build professional practice.

**Plans of Assistance:** Teacher's in need of additional support work with administrators to develop intensive plans of assistance. These plans offer teachers with daily support from a support staff team designed to specifically for the teacher in need of intervention.

**Weekly Teacher Team Meetings:** Teachers work with their colleagues to engage in short, frequent and structured cycles of inquiry developed around practices relevant to their classroom pedagogy. Teachers works with their colleagues collaborative to develop practices that will impact student growth.



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

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

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

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

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

### D. School Demographics

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

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL		1	29			16			1	0
Total	0	1	29	0	0	16	0	0	1	0

Number of ELLs in a TBE program who are in alternate placement: 9

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	4	6	8	7	5	2	3					41
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian				1										1
Other		1	1		2									4
<b>TOTAL</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

The ESL teachers (Ms. Damiron and Ms. Pearlstein) use best practices for English Language Learners students with disabilities. Examples of best practices are: cooperative grouping, collaborative learning, adapted and modified materials , co-teaching and planning, ongoing assessment , differentiated instruction, connecting prior knowledge, the use of SMART boards, and incorporating the Common Core Standards, in conjunction with the English Language Proficiency Standards. The grade level materials that we implement in our program are Words their Way, The Write Source, Wilson Foundations, and Everyday Math.

In addressing the outstanding issue which was received by the state, P811M provided ESL services to all ELL students in grades K-8(which is the grade make-up of our school) as per their IEPs.

### 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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

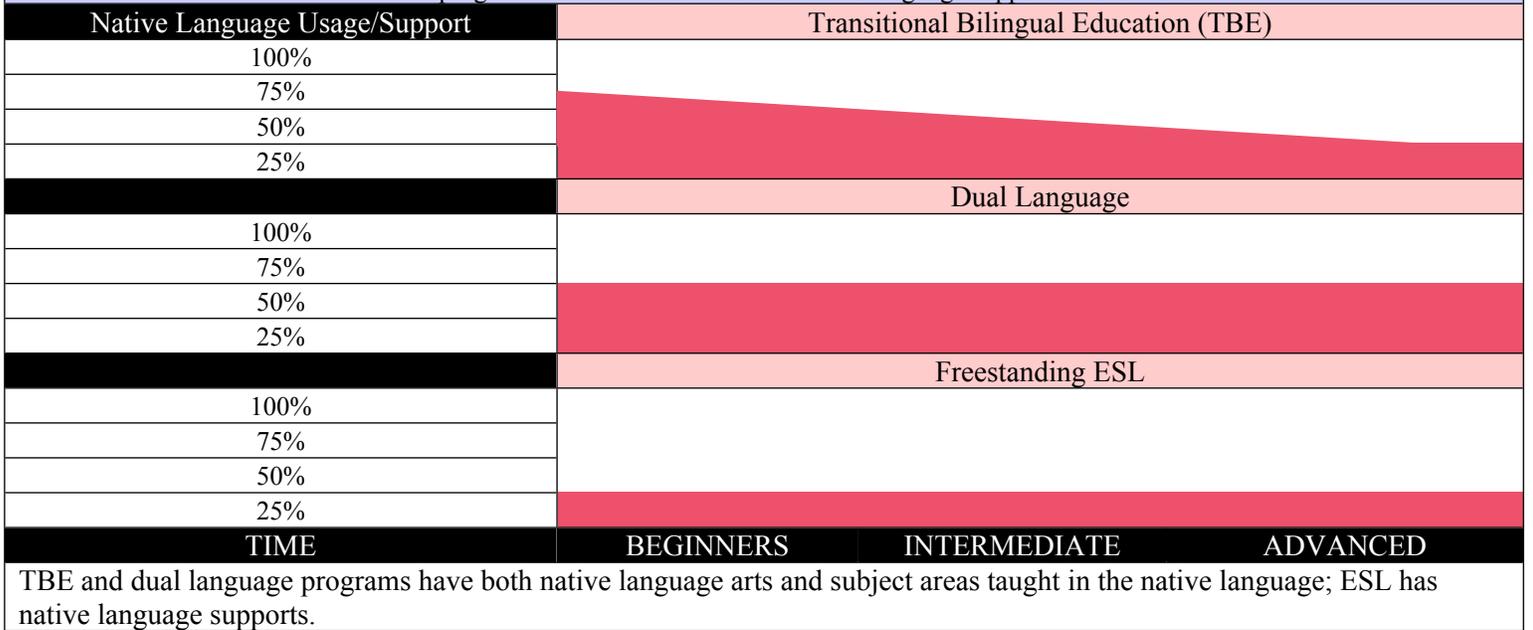
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

	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
<b>FOR TBE /DL PROGRAMS:</b> 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

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?

The targeted intervention for English Language Learners incorporated in all content areas used at the Mickey Mantle School are; Basic Interpersonal Communication Skills(BICS) and Cognitive Academic Language Proficiency(CALP). While an ELL student may learn the social skills rapidly, it may take up to seven or more years to develop academic skills. The intervention programs for ELLs are: Balanced and Integrated Literacy, Applied Learning, Adaptive Technology, Social Emotional Literacy program, Treasures, Words Their Way, Handwriting Without Tears, Everyday Math, Math Steps, and Impact Math. Academic Intervention Services are provided by the special education teachers in English. A special program entitled News-2-You, is provided for our Alternate Assessment students as an additional AIS supplement. Furthermore, the Title III program is created for ELLs as an Intervention Program.

The school's two-year plan for transitional support for English Language Learners reaching proficiency on the NYSESLAT is for the ESL teacher(Ms. Damiron or Ms. Pearlstein) to be in constant communication with the ELLs, their classroom teachers, and their parents. In addition, the Title III After School Program will also be offered to ELLs. ELLs, who have reached proficiency on the NYSESLAT are still monitored by the ESL teachers (Ms. Damiron or Ms. Pearlstein).

The new programs considered for the upcoming school year include the following: the Girls' Club, Gateways, Great Source, Focus Forward, Rigby - On Our Way to English, and a Culinary Program. The Girls' Club is a program that will assist our female students resolve conflicts and deal with aggression. Students will learn leadership skills that will not only help them in school, but also enable them to be successful in society. Gateways is a pilot reading program, instituted by the Houghton Mufflin Publishing Company. Great Source is also a reading and writing program in our school. It is a complete ELA program designed to increase reading comprehension and English writing skills. Focus Forward is a reading program to be used with our students in grades four to six. It is a free pilot program which will focus on group reading and comprehension. In addition, Rigby- On Our Way to English, is a program designed to improve reading literacy for English Language Learners in grades kindergarten to five. The new culinary program, Wellness in our Schools, helps to develop the students' awareness of the benefits of eating healthy and being fit. During the school year 2009-2010 the Emotional Literacy program had been implemented in the Mickey Mantle School with great outcomes. Therefore, we will continue implementing the program this school year. One additional program that is being extended this school year is the Get Ready to Learn Yoga program that is used with our autistic population.

At the present time all our programs and services for ELLs at the Mickey Mantle School have been successful and will be continuing. In order to afford that every student in our school receives equal access to our school programs, the student's daily schedule is designed to fulfill their academic requirements that are aligned with the content area curriculum. As a component of the No Child Left Behind Act of 2001, the Mickey Mantle School has implemented a Title III After School Program offered to ELLs in our buildings. The IEP mandated services offered in our school for ELLs are: Speech Therapy, Counseling, Physical Therapy, Occupational Therapy, and Positive Behavior and Intervention Supports.

Our English Language Learners are supported in their academic programs by having the opportunity to participate in all school programs. Their alternate bilingual paraprofessionals, and their related support service providers, make certain that they are provided supplemental services. The Title III After-School Program is offered to all ELLs in the building.

The following instructional materials are used to instruct all level English Language Learners in standardized and alternate assessment classes: ESL Standards, ELA Standards, Common Core Standards, Alternate Grade Level Indicators (AGLI), Performance Indicators, Bloom's Taxonomy, Smart Board, Mayer Johnson symbols, Wilson Programs, Microsoft Word PowerPoint, Balanced Literacy program, dictionaries, fictional and non-fictional library books, leveled libraries, Triumph and Treasures reading programs, and Words Their Way. In order for English Language Learners to develop reading comprehension, we (Ms. Damiron and Ms. Pearlstein) use different types of text

books and resources. Therefore, they will be able to make the connection to text to text, text to self, and text to the world.

The Mickey Mantle School is a Freestanding ESL program model; therefore, Native Language support is delivered through different types of thematic units. These will be created taking into account the multicultural backgrounds of our students. Students will be able to learn about one another as well as share information of their own culture. In this way, we (Ms. Damiron and Ms. Pearlstein) are developing the pride of their heritage. Learning about different countries, different foods and holidays with the sense to create one community is our goal. Utilizing the Total Physical Response is another approach through modeling, body motions and visual aid, which will help students to internalize the meaning of the lesson. Another reference for native language support is the classroom library filled with books and dictionaries in the students' native language. Finally, bilingual paraprofessionals in the classroom supplement extra support for native language.

Required services support and resources for ELLs correspond to the English Language Learners' ages and academic grade level. The purpose of this is to tap into the students' academic cognitive development in an appropriate manner.

The Mickey Mantle School in alignment with the New York State English as a Second Language Learning Standards and English Language Arts Common Core State Standards engage in programs and activities to assist newly enrolled ELL students after the first day of school. The newcomers are provided with the following services: ESL push-in model, pull-out model and collaboration with classroom teachers and paraprofessionals as well as the parents. We also encourage our students to buddy up with newly enrolled English Language Learners as an additional support system.

The Mickey Mantle School is a K-8th building, which offers the language elective of English to all our ELLs.

### **C. Schools with Dual Language Programs**

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

This section does not apply to the Mickey Mantle School

## D. Professional Development and Support for School Staff

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	5	4	5	5	4	4	0	2					31
Intermediate(I)	0	0	1		6	3	1	1	1					13
Advanced (A)	0				1		1	1						3
Total	2	5	5	5	12	7	6	2	3	0	0	0	0	47

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	<b>B</b>	2	4	3	3	1	5	2						

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Two of the Assessment tools that P811M - the Mickey Mantle School uses to assess Alternate Assessment students are the Assessment of Basic Language and Learning Skills- Revised (ABLLS-R) and SANDI. These assessments are used for our 6:1:1 English Language Learners. The E-CLAS-2 is mainly used with our Standardized Assessment English Language Learners. The insights that our data provide for our English Language Learners are that we are able to determine our students' reading levels and potential Individual Education Program (IEP) goals and objectives. Also, through the analysis of the data the teachers of ELLs (Ms. Damiron and Ms. Pearlstein) have insights into how to design their academic instruction. Additional assessment tools that are integrated in the literacy curriculum are: Fountas and Pinnel, DRA, QRI, and Treasures.

Based on the LAB-R and NYSESLAT statistical scores a data pattern has proven that the speaking and listening skills are the students' strengths. On the other hand, additional support is needed in the reading and writing modalities. At every grade level, this pattern has been displayed.

The instructional decisions in relation to the data from the LAB-R and NYSESLAT will guide us as to where we need to target the student's ELA academic instruction. The following components comprise our various English Language Arts program: independent reading, read aloud, shared reading, guided reading, shared writing, interactive writing, writer's workshop, independent writing, and working with words. In addition, the following teaching procedures will also be implemented, as a means to support the four modalities: journal writing; books-on-line in English and Spanish; and impromptu story telling.

Since P811M - the Mickey Mantle School is a Freestanding ESL program all our ELLs take standardized tests in English.

School leadership and teachers are using the results of the ELL Periodic Assessment, when the test is provided, by stressing the importance of English language scaffolding, and by re-assessing how remediation for students is addressed.

What the school is learning about ELLs from the Periodic Assessment, when it is available, is that teachers need to modify their teaching strategies, differentiate lessons, and tutor students in areas that are the most challenging. The student's Native Language is used in the following ways: bilingual teaching assistants are utilized in the classroom; classroom libraries are supplied with dictionaries and books in the student's first language, and multicultural thematic units are taught throughout the school year.

The creation of rubrics will help us identify whether or not the ELL students are grasping the concepts, so we are able to advance in our academic instruction. If the student needs more time to master the topic we will need to reinstruct. Portfolios are another instrument to assess the student. This tool will help us compile the student's best work. Teacher observations, teacher-made and informal tests all assist in helping to evaluate the ESL program.

### **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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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