



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 220 EDWARD MANDEL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q220

PRINCIPAL: JOSETTE PIZARRO

EMAIL: JPIZARR@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLEY FFOLKES-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 | *Principal or Designee | |
| Richard Gross | *UFT Chapter Leader or Designee | |
| Nathifa Lewis | *PA/PTA President or Designated Co-President | |
| N/A | DC 37 Representative, if applicable | |
| N/A | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| N/A | CBO Representative, if applicable | |
| Jessica Wax-Jantzen | Member (Teacher) | |
| Jill Rousso | Member (Teacher) | |
| Jennifer Lloyd | Member (Teacher) | |
| Bridget Matus | Member (Parent) | |
| Laura Reyes | Member (Parent) | |
| Debbie Royce | Member (Parent) | |
| | Member (Parent) | |

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 June 2013, the overall parental involvement will improve a minimum of 5% as measured by attendance at school events.

Comprehensive needs assessment

Our comprehensive needs assessment comes from two data sources: the Quality Review and the Parent Teacher Survey. Based on the 2010-2011 Quality Review, it was recommended that the school ensure that parents are key partners in their child's education and kept well informed of school programs resulting in collaborative decision making. Similarly, the 2011-2012 Parent Teacher Survey indicates the need to strengthen the communication between parents and teachers.

Instructional strategies/activities

Activity #1

Professional Development:

Focused parent professional development will address but not limited to the following topics:

- Common Core Learning Standards
- Effective questioning for literacy
- Using mathematical practices to support NYS Mathematics Assessments
- Strategies for supporting your ELL child at home

Target Population: PS 220 Parent Community

Responsible Staff Members: PS 220 Leadership, Parent Coordinator, and/or Teachers

Implementation Timeline: September 2012 through June 2013 at varied times throughout the day

Activity #2

Strengthen communication protocols to provide parents access to staff, events and school programs

Work collaboratively with the School Leadership Team on a monthly basis around the student progress and school programs

Purchase of student planners as a means to bridge the home and school connection

Monthly meeting with the Parent Association to communicate school progress

Unit at a glance and newsletter will be sent home every six (6) weeks

Send interim progress reports on a quarterly basis to inform parents of student progress

Use of the school messenger system to remind, inform and invite parents to school activities

Designate parent meeting times for teacher and parent communication (September)

Target Population: PS 220 Parent Community

Responsible Staff Members: PS 220 Leadership, Parent Coordinator, and/or Teachers

Implementation Timeline: Varies

Activity #3

Interim Progress Point

Use of surveys or survey monkey to get feedback from parents (Fall and Spring)

Breakfast with the Administration (Fall and Spring)

Target Population: PS 220 Parent Community

Responsible Staff Members: PS 220 Leadership, Parent Coordinator, and/or Teachers

Implementation Timeline: Varies

Advertising events and Give us 5 in monthly newsletter

-informational table set up at parent teacher conferences

-open house-curriculum night agenda and flyer given in advance

-parent workshops based on parent input and school wide needs given at various times throughout the day

-school messenger to inform and remind parents of events and happening

-multiple invitations inviting parents to participate in the School Wide Math Bees

-designated parent meeting times

-established ways to communicate with the teachers

-student agenda with informational piece

Strategies to increase parental involvement

- Implement a Give us 5 Volunteer Program where parents are actively involved in school activities and events such as Open House, Curriculum Night, Math Night, Family Read
- Provide and man an information table with translated materials during Parent Teacher Conferences and parent events
- Increase advance notice when disseminating information (flyers, phone calls, etc.)
- Provide access to materials and resources for parents and families such as myON Reader, Acuity, EngageNY

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

If other is selected describe here:

Service and program coordination

✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Parent Coordinator, materials, purchase of school messenger, translation (paraprofessionals with per session funds), school planner/agendas, myON Reader

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 June 2103, as a result of 100% of all classroom teachers engaging in a study around the focused competencies (1E Designing Coherent Instruction, 3B Using Questioning and Discussion Techniques, and 3D Using Assessment in Instruction), a minimum of 10% of teachers will effectively display their understanding of effective or highly effective pedagogical moves as measured by frequent cycles of observations.

Comprehensive needs assessment

On the 2011-2012 ELA Assessment, 45% of our tested population was proficient. On the 2011-2012 Math Assessment 57% of our tested population was proficient. As a result of both our ELA and Math data, as well as informal and formal observation, 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. 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

Activity #1

Professional Development

On-site Professional Development topics will include but not limited to:

Lead teachers along with PS 220 Administration will provide on-going professional development around the CCLS, Citywide Expectations, and focused competencies (1E, 3B, and 3D)

Designing Coherent Instruction

How to Integrate Bloom's Taxonomy in daily lessons

Creating Effective Questions with Discussion Techniques

Developing Text Dependent Questions

Target Population: All Teachers

Responsible Staff Members: PS 220 Administration, Instructional Leads Grade Leaders and CFN Network Team Members

Implementation Timeline: September 2012 through May 2013

Activity #2

Teacher Teams

Unpack the key elements found in the CLLS and identifying the pedagogical moves necessary to build higher order cognitive thinking

Discuss units of study and planning rigorous activities

Work collaboratively with the Teachers College consultant in crafting lessons

Utilize student work and data to drive instruction and develop curriculum maps that include lessons that are differentiated and include UDL

Implement and analyze the results from the performance task using a protocol

Target Population: Grade Teacher Teams

Responsible Staff Members: PS 220 Administration, Instructional Leads Grade Leaders

Implementation Timeline: September 2012 through May 2013

Activity #3

Interim Progress Point

- Schedule of informal and formal observations
- Quarterly data conversation with teachers
- Goal setting with teachers based on data and feedback
- Focused inter-visitations and intra-visitations

Target Population: PS 220 Teachers

Responsible Staff Members: PS 220 Leadership, Parent Coordinator, and/or Teachers

Implementation Timeline: Varies

Strategies to increase parental involvement Please elaborate on these strategies. To ensure alignment with federal requirements, the PIP should address: use of technology, literacy, curriculum, standards and assessments used to measure student progress, and how parents can work with educators.

- parent workshops – CCSS
- parent teacher conferences – Share Performance Task dates and topics
- monthly newsletter – list CCSS alignment by grade and unit

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

If other is selected describe here:

Service and program coordination

✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Coach/data specialist, CFN, LEADS (per session), TC staff developers (per diem) and staff development, Teach Boost, 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

By June 2013, 2% of Students with Disabilities will show an increase with their mathematics performance as measured by end of unit tests, performance-based tasks or benchmarking assessments.

Comprehensive needs assessment

Based on the 2011-2012 New York State Mathematics Assessment, students reaching Proficiency (Level 3 or 4) are as follows; 17% on 3rd Grade, 31% on 4th Grade and 50% on 5th Grade. Overall 31% of Students with Disabilities reached proficiency on the New York State Math Assessment.

Instructional strategies/activities

Activity #1

Professional Development

On-site Professional Development topics will include but not limited to:

Staff development focused on the math shifts, practices, domain of focus and emphases will be conducted by the Math Coach and Math Lead teachers to support the planning of math units and lessons

How to promote writing in mathematics using models and arguments

Target Population: All Teachers

Responsible Staff Members: PS 220 Administration, Instructional Leads Grade Leaders and CFN Network Team Members

Implementation Timeline: September 2012 through May 2013

Activity #2

Teacher Teams

Creation of CCLS aligned tasks by the Math Task Team to include UDL supports for Students with Disabilities

Math mapping based on units of study to embed supports that increase students ability to use math models and create viable arguments

Review student work using a protocol in order to revise and plan instruction that supports Students with Disabilities; small group instruction, math games

Target Population: Grade Teacher Teams

Responsible Staff Members: PS 220 Administration, Instructional Leads Grade Leaders

Implementation Timeline: September 2012 through May 2013

Activity #3

Interim Progress Point

Administer ECAM in K, 1, 2 two times a year

Quarterly data conversation with teachers based on benchmarking assessments

Creation of individualized action plans for those students who are not making progress

Focused inter-visitations and intra-visitations

Target Population: PS 220 Teachers
Responsible Staff Members: PS 220 Leadership and Coach
Implementation Timeline: Varies

Strategies to increase parental involvement

- parent workshops
- ECAM – explanation of assessment
- Personalize information about student needs

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

If other is selected describe here:

Service and program coordination

- ✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Math coach, LEADS, substitute teachers for assessing ECAM, Task Team (per session)

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

By June 2013, all students will be engaged in two (2) Common Core-aligned units of study in mathematics and literacy as evidenced by resulting performance-based tasks, classroom observations and teacher-team evaluations of student work produce.

Comprehensive needs assessment

Based on the 2010- 2011 Quality Review, we want to ensure that we are maintaining our well developed indicators. The reviewer noted that expectations for delivering standards-based curricula are clear and supported well by curriculum maps and instructional calendars that include progress monitoring checkpoints.

Instructional strategies/activities

Activity #1

Professional Development

On-site/Off Professional Development topics will include but not limited to:

Instructional Leads along with the coach will participate in monthly meeting conducted by the CFN to gain insight on how to create CCLS tasks, rigorous activities and supports for varied learners

Instructional Leads along with the coach will meet with administration to distill information and plan an implementation course of action

Target Population: All Teachers

Responsible Staff Members: PS 220 Administration, Instructional Leads Grade Leaders and CFN Network Team Members

Implementation Timeline: September 2012 through May 2013

Activity #2

Teacher Teams

Creation of CCLS aligned tasks by grade level teams to include information learned from professional development

Create learning plans with Teacher's College consultants that promote habits of mind

Use of vertical alignment to engage staff in identifying patterns, trends and to discuss grade level progression

Target Population: Grade Teacher Teams

Responsible Staff Members: PS 220 Administration, Coach, Instructional Leads Grade Leaders

Implementation Timeline: September 2012 through May 2013

Activity #3

Interim Progress Point

Scheduled informal and formal observations

Focused monthly walks to assess: bulletin boards that exhibit performance tasks, CIE shifts, instructional core

Use of core inquiry to assess units, tasks and rubrics

Target Population: PS 220 Parent Teachers

Responsible Staff Members: PS 220 Leadership and Coach
Implementation Timeline: Varies

Strategies to increase parental involvement

- parent workshops
- newsletter – highlight details about standards
- Curriculum night – grade level standards

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

If other is selected describe here:

Service and program coordination

- ✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- TC staff development, math coach, LEADS, task team (per session), data, CFN, professional literature.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA 2 students in 2 nd grade 2 students in 4 th grade | -Leveled Literacy Intervention -TC (modifying class assignments) | -Small group pull-out (3 per group) and push-in | During the school day |
| Mathematics 2 students in 4 th grade | -Focus on word problems and clue words | -Small group pull-out and push-in | During the school day |
| Science | | | |
| Social Studies | | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Social Issues-Guidance 3 students in 1 st grade 1 student in 2 nd grade 1 student in 3 rd grade 2 students in 4 th grade 2 students in 5 th grade | -Small group, pull-out | During the school day |

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 professional development that ensures staff is highly qualified.

- 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
- 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
- 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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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

- The designing, purchase and distribution of a Student/Parent agenda which will serve as a parent handbook and communication tool for the 2012-2013 school year. Translations will be provided upon request.
- It is expected the administration, teachers and parents will articulate regularly to maximize the benefits of the in house Parent Coordinator.
 -
 - **The Parent Coordinator Will:**
 - assist in parent outreach for the purpose of improving parent participation at all parent association meetings and workshops.
 - act as a liaison with all families whose children are experiencing difficulty with attendance, punctuality and academic performance.
 - offer a wider variety of family workshops. The focus will be to incorporate the initiatives and standards used in the classrooms daily.
 - provide the parents with necessary tools to assist their children at home.
 - build a strong relationship between the school and the community.
 - obtain more parent volunteers by reaching out to the neighboring community.
 - utilize its translation policy money in an effort to provide parents with information in their native language.
 - utilize the school messenger for updated information.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held once in the fall term and again in the spring term.
- Provide parents with reports on their children's progress. Specifically, the school will provide reports as follows: Results of interim assessments, Report Cards (given three times throughout the year), Literacy Benchmark Assessment, Baseline Assessments, Performance Tasks.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will participate in ongoing communication with the classroom teacher through the utilization of student agendas. In addition teachers and parents are invited into the school to meet with parents on as needed basis and during designated preparation periods.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open school week, parent as partners calendar days, classroom celebrations, assembly programs, theater presentation and movie night. Parents are invited to be a part of our Give Us 5 Program.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in mathematics and English language arts.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

II. Parent/Guardian Responsibilities:

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

- Monitoring attendance.
- Facilitating the completion of homework.
- Communicating with your child's teacher for the purpose of supporting your Childs work at home including clarification of assignments if deemed necessary.
- Monitoring amount of television their children watch and content of television and technology that their children are exposed to at home.
- Volunteering in my child's classroom/school (read aloud, fundraising, PBIS, Playing games during recess)
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy

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.

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 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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 # |
| 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: 0

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:

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 | 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.

ELLs identified as having special needs are serviced according to their I.E.P. ELL-SWDs have access to a variety of leveled texts both of fiction and nonfiction. Instructional material also includes Scholastic Reading Skills Kits, Benchmark Education books, CDs and LeapPads. Teachers of ELL-SWDs showcase the target language that applies to literacy and content units that are mapped out in the curriculum. They are also entitled to receive test modifications on all exams administered. Some of these ELLs receive SETSS, in ICT

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.

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 | 0 | | 0 | 0 |
| Social Studies: | 0 | | 0 | 0 |
| Math: | 0 | | | |
| Science: | 0 | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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.

| Native Language Usage/Support | | Transitional Bilingual Education (TBE) | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------|--------------|----------|
| 100% | | | | |
| 75% | | | | |
| 50% | |  | | |
| 25% | | | | |
| | | Dual Language | | |
| 100% | | | | |
| 75% | | | | |
| 50% | |  | | |
| 25% | | | | |
| | | Freestanding ESL | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | |  | | |
| | | | | |
| TIME | | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | | |

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

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 information, sequencing events, deconstructing and reconstructing sentences, content specific vocabulary, graphic organizers and maps for Science and Social Studies content areas. Additionally, students have access to bilingual books, bilingual dictionaries and bilingual translators in order 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. Additionally, we offer our ELLs the Title III program in order to facilitate them in achieving their academic goals. This program is offered to Beginner/Intermediate and Advanced ELLs in 1st – 5th grades. During small group instruction, ESL teachers have the opportunity to execute differentiated lessons for students who are newcomers, regressed or stalled. ELLs have the opportunity to utilize their multiple intelligences through teacher created centers in order to help them achieve their goals and enhance language development. Instruction is conducted by 3 certified ESL teachers and is aligned with content areas, ELA, Math, Science and Social Studies. To engage our ELLs, P.S. 220 has invested money in purchasing instructional materials to support all academic needs. Additionally, all students are invited to attend the after school Y, the Girl Scouts program, Turn Off Your T.V week and all holiday celebrations such as the Halloween Party and Winter holiday party.

All students at P.S. 220 are actively engaged in the use of technology throughout the day. Our ELLs have the opportunity to utilize laptops found in their classrooms and in our ESL classroom to differentiate their learning. Teachers use visual aids on the computer to help students gain an understanding of concepts being taught throughout the curriculum. The Smart Board located in our technology lab, allows ELLs to interact not only visually but kinesthetically.

In our 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 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.

In order to enhance instruction in English with native language support, we have created a multicultural library consisting of bilingual literature from different parts of the world. Our libraries also contain bilingual dictionaries that are accessible to students at all times. Within the ESL and mainstream classrooms, we encourage the Buddy System where we pair fluent or Proficient English speakers with Newcomers/Beginners who share the same home language. This allows for Newcomers/Beginners to transition smoothly into our school community while acquiring the English language. Additionally, we accommodate our ELLs by providing State Tests that are translated in their native language and if that is not accessible translators are provided. Furthermore, we have bilingual paraprofessionals in our school who can assist students, teachers and other staff members with translations when necessary. Our students' culture and cultural experiences are a vital component when we are creating our lessons. Additional materials used to support ELLs are realia, visual aids (charts, word walls, pictures, big books), educational games, math manipulatives, Benchmark Nonfiction text and Mentor text outlined in the monthly Teachers College Reading and Writing Curriculum for each grade.

When a child enters our school, the child is given the LAB-R according to their grade level. The LAB-R identifies whether the child is eligible for ESL services. Additionally, this assessment provides the information needed to group children according to their proficiency

level (Beginner, Intermediate and Advanced). All lessons support and are aligned with grade level curriculum. Furthermore, to differentiate for our ELLs, these lessons are modified according to their proficiency and grade levels. There is a broad range of resources utilized in accommodating all proficiency and grade levels. For newcomers and beginners, there is a strong emphasis placed on visuals, visual prompts, realia and Total Physical Response (TPR), whereas instruction for Intermediate and Advanced ELLs focuses more on complex concepts, sight words, syntax, academic vocabulary, semantics, pragmatics and deconstructing and reconstructing of sentences. All content area materials are adapted to age and grade appropriateness.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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 years Lead Teacher workshops the following teachers will be attending: Literacy Coach, Debbie Amato, ESL Teacher, Jeanne Costa and, 5th Grade Speacial 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 Counsler, 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 | | | | | | | |
| | 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 | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

- 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

Intermediate levels and 44% at the Advanced level. In First grade there are 76% of students who scored at the Beginning and Intermediate levels and 21% at the Advanced level. In Second grade there are 35% of students who scored at the Beginning and Intermediate levels and 65% at the Advanced level. In Third grade there are 74% students who scored at the Beginning and Intermediate levels and 22% at the Advanced level. In Fourth grade there are 68% students at the Beginning and Intermediate levels and 32% at the Advanced level. In Fifth grade there are 36% of students rated at the Beginning and Intermediate levels and 59% at the Advanced level. The majority of Advanced level students are found in Kindergarten, Second and Fifth grades. Our data indicates that the bands of difficulty seem to be from Kindergarten to First, Second to Third and Third to Fourth grades. Second and Fifth grades. This data also indicates that the majority of our ELLs are in the Beginner and Intermediate levels.

An analysis of our assessment data across NYSESLAT modalities indicates that students achieve proficiency in Listening and Speaking sooner than in Reading and Writing. The percentage of ELLs who achieve proficiency in Listening and Speaking is higher in 1st, 3rd, 4th, and 5th grades: 1st grade 48%, 3rd grade 55%, 4th grade 27% and 5th grade 83%. 65% of the students in 2nd Grade are Advanced in Listening and Speaking. From the data, we were also able to conclude that 45% of 2nd grade ELLs and 72% of 5th grade ELLs are Advanced in Reading and Writing. The percentage of ELLs generally increased across grade levels from Intermediate to Advanced. For example, 55% of our intermediate 2nd graders progressed to the advanced level. This data inform our decisions for the types of ESL strategies and materials used to drive instruction.

Success of our ELLs in the ESL program is based on the NYSESLAT, ELA, Math, Social Studies and Science state exams. Our NYSESLAT scores indicate that 60% of our ELL population achieved proficiency in either Listening and Speaking or Reading and Writing. On the Math exam, our ELLs in third, fourth and fifth grades are at or approaching proficiency. Science exam results are as follows: out of 16 4th grade ELLs, 75% are proficient. It is evident from the exam scores that our ELLs are not only acquiring language, but they are also able to apply language in content areas. In addition, all teachers attend data meetings in our school, where administration, the Literacy and Math coach and teacher discuss the data patterns found in their classrooms. This information is utilized to drive instruction, set goals for students and allows administration to provide teachers with supports they need to help their students succeed. Furthermore, the data allows us to create inquiry teams and focus on strategies that not only will help a small number of students but our whole student body. It also allows the ESL Team to identified ELLs that are stalled or regressed. By doing so we can utilize an array of strategies to assist our students in advancing to the next proficiency level.

Our ELLs just took the Periodic Assessment and we do not have the results yet. However the assessment measures student knowledge of ESL standards that will be included on the NYSESLAT in the spring. Teachers will analyze the data to determine where ELLs need support in listening, reading, and writing. For upper grades, we are going to provide teachers with the Periodic Assessment as a predictor of how students are faring so far, and so teachers can plan future instruction. Professional development is designed by the ESL team to provide teachers with a tool box of reading and writing strategies that they can utilize in their classrooms. These strategies help scaffold content areas. From last years Periodic Assessment exam, our school learned that this test is a very strong indicator on how our students will perform and exposes all the necessary tools they will need to take the NYSESLAT exam.

The success of our Free Standing ESL Program is evaluated through student progress. This is done through the use of the NYSESLAT, Periodic Assessment, ELA, Math and Science Exam. Also we measure their progress through informal assessment done within the classroom. The data collected from these assessments allow us to drive instruction through the use of a variety of strategies and materials. In addition, we are able to form data and inquiry meetings where student progress is carefully evaluated and tracked throughout the school year. This array of information helps not only the students but strengthens teacher effectiveness by increasing rigor through questioning and discussion techniques.

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: <u>Edward Mandel</u> | | School DBN: <u>28Q22</u> | |
|-----------------------------------------------------------------------------------|------------------------------|--------------------------|-----------------|
| 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 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q220 School Name: Edward Mandel

Cluster: 2 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.

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 and Chinese. 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 is a need for Spanish translations. The major correspondences will therefore be sent home in English, Russian, and Spanish. Correspondences will be sent home with notation reminding parents that translations are available upon request. Parents have asked for verbal translations as a preference. For this reason translators are available to assist parents.

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 Parent Handbook. Other documents translated may include, but are not limited to, memos and letters written to parents regarding workshops and events. Especially when targeting Title III families. Translation will be provided by using the DOE Translation Unit as well as Paraprofessionals. The vision is for all families to have the opportunity to receive information in their 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 upon request, 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 provides families with a clear understanding of school policies, curriculum, and expectations. Our goal is that the oral interpretation services be provided to families allowing 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 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 languages 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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Name of School: PS 220 Edward Mandel School | DBN: 28Q220 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 117 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 3 |
| # of certified ESL/Bilingual teachers: 3 |
| # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

The purpose of our Title III program is to provide supplemental direct instruction for our Newcomers, Long-term ELLs, Parents and all ELLs across proficiency levels. In addition, the program will include provisions for parent engagement, the promotion of literacy and support of community needs. As a school community, we believe in promoting rigorous instruction to further develop the language and literacy skills of our students. "To learn in school and become an educated person, students must learn to deal with the language in written text", states Dr. Lily Wong Fillmore. It is important to provide ELLs with the additional support that is critical to learning academic language in order to be successful in school. English Language Learners need further support in understanding that information is delivered with grammatical devices that communicate meaning. A focus on academic English leads ELLs towards greater preparedness for college and careers. We aim to ensure that our ELLs, as well as their families receive support and know a feeling of inclusion so that they can become active members of our school community at large.

Subgroups and grade levels:

Based upon the NYSESLAT, our after school program will include Newcomers, Long-Term ELLs, Stalled/Regressed ELLs, and ELLs across all proficiency levels in testing grades 3-5. Our Saturday classes will serve ELLs in grades 1 and 2. In addition, the parents of ELLs in grades 1-5 will be invited to participate in ESL workshops which will help promote literacy in the English language.

Schedule and duration: Beginning November 2012 and Ending April 2013

After School Program (3:17 - 4:47 pm (1 hour and 30 minutes)):

Part B: Direct Instruction Supplemental Program Information

Monday: Teacher A: Beginners, Intermediates & Advanced Grade 3

Teacher B: Beginners, Intermediates & Advanced Grade 4

Teacher C: Beginners, Intermediates & Advanced Grade 5

Tuesday: Teacher A: Beginners, Intermediates & Advanced Grade 3

Teacher B: Beginners, Intermediates & Advanced Grade 4

Teacher C: Beginners, Intermediates & Advanced Grade 5

Saturday Sessions (6 sessions 8:30 - 11:30 am (3 hours each Saturday))

Saturday Sessions will be starting in January 2013 and ending March 2013. (One Saturday each month.)

Session I (3 Saturdays):

Teacher A: 8:30-10:00 am Beginners, Intermediates & Advanced Grade 1

10:00-11:30 am Beginners, Intermediates & Advanced Grade 2

Teacher B: 8:30-10:00 am Beginners, Intermediates & Advanced Grades 1

10:00-11:30 am Beginners, Intermediates & Advanced Grades 2

Teacher C: 8:30-10:00 am Parents of Grades 1,3

10:00-11:30 am Parents of Grades 2,4,5

Language of Instruction/# and types of certified teachers/types of materials:

Three certified ELL teachers will provide direct and supplemental language instruction to ELLs in the testing grades. For our Saturday sessions we will invite parents of students in grades 1-5 to participate in language and literacy workshops. Our Bilingual paraprofessionals will also be on staff to provide appropriate translation and interpretation services to our parents. An array of data will be analyzed to ensure that ELLs are placed in the appropriate subgroups formulated for our program. Data will be

Part B: Direct Instruction Supplemental Program Information

collected from the AMAOs, Predictive Assessment, NYSESLAT, TCRWP and ARIS. Instruction will be delivered in English with native language support. The ESL Team has created a multicultural library consisting of bilingual literature from different parts of the world. Our libraries also contain bilingual dictionaries that are accessible to students at all times. In order to ensure progress for our ELLs, instruction will include a successful researched based multi-sensory approach for English-Language Development.

Instruction will adhere to the Common Core State Standards for writing, reading informational text, reading literature and language standards. The ESL teachers will employ scaffolding strategies that unpacks the academic language found in informational reading and content area learning. We will utilize 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 will align our instruction with the Teachers College Reading and Writing Project. Our ELLs will be exposed to a wide variety of complex texts through the use of the Scholastic Reading Skills Leveled Kits. The Scholastic Reading Skills Leveled Kits differentiate across Proficiency levels so that all students will learn necessary reading strategies in order to become skillful readers and subsequently achieve success as writers as well. 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 further enhance Language Arts proficiency, we will purchase Imagine Learning, which provides targeted first-language support for English learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology. This program provides language support as needed, which gradually fades as the student progresses. Imagine Learning is a research-based literacy program that builds academic language, measures students' progress and incorporates parent involvement by providing them with reports, certificates of achievement and letters in their primary language. In addition, the use of the Mimio and iPads will allow teachers to supplement and reinforce planning and the presentation of lessons.

To develop ELLs' Math skills, we will construct our lessons by bringing the language of Math that our ELLs encounter during their daily math lessons. Additionally, our ESL teachers will scaffold the required tasks across content areas by modeling how to use graphic organizers and engaging students in instructional conversations. Instructional conversations will involve higher order questioning and students will learn how to initiate academic discourse among themselves.

By tapping into students' prior knowledge and building background knowledge of a subject, we will

Part B: Direct Instruction Supplemental Program Information

bridge new concepts so ELLs can progress through cognitive processes from recalling, understanding and applying information, to making analyses and evaluations of various situations, and to creating a variety of products in unique and original ways . We will contextualize new concepts and language by using realia, manipulatives, graphic representation, and verbal analogies familiar to students. Teachers will use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation students will transfer skills and recreate concepts and display language across genres. We will 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 as they continue to strive for success in school and further up the higher education ladder through college and beyond to careers.

During the course of the supplementnal program, English Language Leraners will be engaged in activities for the purpose of formative assessment. The school will utilize the AFL framework to ensure that the program is helping students move both linguistically and academically.

Part C: Professional Development

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

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

Begin description here:

A series of professional development sessions will be provided. These sessions will continue to address best instructional practices for ELLs, such as, the unpacking of academic language, demonstrating literacy scaffolds and the building of content academic language across the curriculum.

Professional Development will provide teachers with strategies for planning and implementing lessons that focus on language. Professional development will also address ELLs with special needs. The sessions will cover linguistic and academic needs through differentiated instruction for ELL/SWDs. In addition, the team will present strategies for ELL/SWDs struggling with reading, writing and comprehension. The sessions will also look at collaborating with teachers to support IEP requirements. The four Professional Development sessions will be hosted by three Certified ESL Teachers and will be opened to ten Special Education and/or General Education Teachers grades K-5. Each session will be one hour long and will take place after school, beginning in December and ending in May.

Professional development will be provided as follows:

Part C: Professional Development

- 1) **CULTURAL, LINGUISTIC AND ACADEMIC NEEDS OF ELL/SWDs.** This session develops foundational understanding of the process and stages of second language acquisition that impact instruction. It will explore the influence of acculturation, the use of social and academic language, assessment issues and progress monitoring and considerations for determining if a student has a language difference or a disability.
- 2) **INSTRUCTIONAL STRATEGIES FOR ENGLISH LEARNERS WITH SPECIAL NEEDS.** This session will provide a practical overview of high yield instructional strategies to improve academic outcomes under the Common Core Learning Standards. Best practices and quality indicators will be presented on culturally responsive teaching strategies and differentiating instruction in the content areas.
- 3) **LITERACY, VOCABULARY, AND WRITING.** This session will offer research-based principles and strategies for supporting English Language Learners with Disabilities struggling with reading, writing and comprehension. We will explore the relationship between the ELA and the NYSESLAT and the skills students need to succeed on these tests.
- 4) **CO-TEACHING AND COLLABORATION.** This session will present strategies for communicating and collaborating with team members to align teaching objectives, develop lessons that access the curriculum with Common Core focus, implement the IEP, monitor progress and assess while supporting students' language needs.

Part D: Parental Engagement Activities

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

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

Begin description here:

This year we will offer a Parent ESL Program. This is a three session Saturday program and is offered to parents of ELLs in grades 1-5. Parents will have the opportunity to learn about our school community, the American Culture and visit a Public Library while acquiring the English language. Furthermore, parents will be afforded strategies to use with their children at home. To help parents acclimate, we will invite our bilingual paraprofessionals, who will provide appropriate translation and interpretation services. Parents of ELLs in the Title III program will be invited to attend our end of year Title III celebration where they will each have a vital role in sharing information, artifacts and music from their culture. To inform parents of all activities that our Title III program has to offer, the ESL teachers will be sending home translated letters in their native language. Our goal for our Title III Parent ESL Program is to offer community support to the ELL families and develop an awareness of cross cultural differences

Part D: Parental Engagement Activities

between their native home and their new home.

Part E: Budget

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

Allocation Amount: \$18624

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | \$14,338.80 | Supervisor Per Session Teacher Per Session Secretary Per Session |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |