



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P811M-THE MICKEY MANTLE SCHOOL

DBN (i.e. 01M001): 75M811

Principal: BARRY DAUB

Principal Email: BDAUB@SCHOOLS.NYC.GOV

Superintendent: GARY HECHT

Network Leader: ADRIENNE EDELSTEIN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Barry Daub	*Principal or Designee	
Allister Johnson	*UFT Chapter Leader or Designee	
Gennell Davis	*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	
Alisa Bentley	Member/ Teacher	
Brian Joyce	Member/ Teacher	
Krystyna Greco	Member/ Teacher	
Tawana Jackson	Member/ Parent	
Leslie King	Member/ Parent	
Myrna Thomas	Member/ Parent	
Tanisha Gomez	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By the end of the 2013-2014 school year, standardized- assessment students across all grades will show at least a 5% scaled-score increase on the NYS Mathematics Exam or School Local Measures of improvement.

Comprehensive Needs Assessment

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

Baseline assessment from November 2013 and NYS Math exam results for grades K-8 from the 2012-2013 school year evidenced a need to improve the academic achievement of standardized students in Math. This improvement will be supported through the implementation of ENGAGENY Curriculum modules coupled with weekly teacher team meetings focused on using short, frequent cycles of inquiry to design and modify CCLS-aligned instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

June 2013

Teachers and paraprofessionals are trained in the middle school Math in Focus Program.

Teacher teams consisting of Principal, APs, Coordinators, School Based Coach and Teachers use 2011-2012 math performance data to design pacing calendars for the 2013-2014 school year.

July 2013-August 2014

Teacher teams consisting of Principal, APs, Coordinators, School Based Coach and Teachers use 2011-2012 Math performance data to design pacing calendars for the 2013-2014 school year.

September 2013-October 2014

Class schedules designed to accommodate 5 periods of Math in Focus Program instruction per week.

Teacher schedule designed to allow 100% of teachers to meet 1 period each week in their teacher teams.

Teacher teams are designed to group teachers according to grade level to allow for meaningful collegial discussion.

October 2013 - June 2014

Teacher teams will conduct short and frequent cycles of inquiry to analyze Math data and CCLS-aligned performance tasks to identify overall trends, strengths and weaknesses of groups and individual students.

Teacher teams explore UDL principles as they apply to unit planning.

Pacing calendars and units will be modified in order to address the instructional needs determined by the teacher teams.

Administrators meet twice monthly with team leaders to analyze the quality of teacher team work and professional practices, with particular attention to what teachers need to learn to support student mastery of the CCLS. Adjustments to the use of organizational resources and professional development will be made to adequately support the on-going development of staff.

B. Key personnel and other resources used to implement each strategy/activity

1. Standardized Assessment Math Coordinator to provide regular AIS intervention to students and Math Instruction Coaching to teachers Math

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. standardized- assessment students across all grades will show at least a 5% scaled-score increase

D. Timeline for implementation and completion including start and end dates

1. June 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

MOSL Support Funding and Core Curriculum Support

Goal and Action Plan #2

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

Annual Goal #2

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

By the end of the 2013-2014 school year, students will demonstrate improvement in their writing skills that results in standardized- assessment students across all grades showing at least a 5% scaled-score increase on the NYS English Language Arts Exam or school local measures of improvement.

Comprehensive Needs Assessment

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

Baseline assessment from November 2013 and NYS ELA exam results for grades K-8 from the 2013-2014 school year evidenced a need to improve the academic achievement of standardized students in ELA. This improvement will be supported through the implementation of ENGAGENY Curriculum modules coupled with weekly teacher team meetings focused on using short, frequent cycles of inquiry to design and modify CCLS-aligned instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- June 2013- June t 2014
- Teacher teams consisting of Principal, APs, Coordinators, School Based Coach and Teachers use 11-12 ELA performance data to design curriculum maps for the 13-14 school year.
- September 2013-October 2014
- Class schedules designed to accommodate 5 periods of writing instruction per week.
- Teacher schedule designed to allow 100% of teachers to meet 1 period each week in their teacher teams.
- Teacher teams are designed grouping teachers according to grade level and disability group to allow for collegial discussion.
- October 2013 - June 2014
- Teacher teams will conduct short and frequent cycles of inquiry to analyze ELA/writing data and CCLS aligned performance tasks to identify overall trends,

strengths and weaknesses of groups and individual students.

- Teacher teams explore UDL principles as they apply to unit planning.
- Administrators meet twice monthly with team leaders to analyze the quality of teacher team work and professional practices, with particular attention to what teachers need to learn to support student mastery of the CCLS. Adjustments to the use of organizational resources and professional development will be made to adequately support the on-going development of staff.
- Pacing calendars and units will be modified in order to address the instructional needs determined by the teacher teams.
- Administrators meet twice monthly with team leaders to analyze the quality of teacher team work and professional practices, with particular attention to what teachers need to learn to support student mastery of the CCLS. Adjustments to the use of organizational resources and professional development will be made to adequately support the on-going development of staff.

B. Key personnel and other resources used to implement each strategy/activity

1. Standardized Assessment ELA Coordinator to provide regular AIS intervention to students and Math Instruction Coaching to teachers Math

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. standardized- assessment students across all grades will show at least a 5% scaled-score increase

D. Timeline for implementation and completion including start and end dates

1. June 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

MOSL Support Funding and Core Curriculum Support

Goal and Action Plan #3

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

Annual Goal #3

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

By the end of the 2013-2014 school year, students with autism will improve their literacy skills by the completion of CCLS-aligned tasks that demonstrate a 25% increase over baseline data in student work portfolios.

Comprehensive Needs Assessment

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

Baseline assessment from ABLLS-R, FAST, and SANDI, as well as student work portfolios from the 2012-2013 school year evidence a need to improve the academic achievement of students with autism in the area of CCLS-aligned literacy tasks related to Reading Informational Texts (Standard 1), Writing (Standard 1), and Speaking and Listening (Standard 1). Specifically students in our 6:1:1 classes should be able to demonstrate the ability to read closely to determine what the text says explicitly and to make logical inferences from it, citing specific textual evidence when writing or speaking to support conclusions drawn from the text (CCLS, Reading Informational Text Standard 1). This will be supported through the implementation of CCLS-aligned units of study coupled with weekly teacher team meetings focused on using short, frequent cycles of inquiry to design and modify CCLS-aligned instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

June 2013

- Teacher teams consisting of Principal, APs, Coordinators, School Based Coach and Teachers use 11-12 ELA ABLLS and SANDI performance data to design curriculum maps for the 2013-14 school year.

September – October 2013

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

October 2013-June 2014

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

B. Key personnel and other resources used to implement each strategy/activity

1. Alternate Assessment Coordinators to provide regular AIS intervention to students and Coaching to teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students with autism will improve their literacy skills by the completion of CCLS-aligned tasks that demonstrate a 25% increase over baseline data in student work portfolios

D. Timeline for implementation and completion including start and end dates

1. June 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

MOSL Support Funding and Core Curriculum Support

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

	<p>during the school day. The program provides drill and practice for reading fluency.</p> <p>Summer Success is a program used during summer school and in small groups. It provides strategies to develop reading skills. For students in grades K-8</p> <p>Words Their Way Used during the school day with grades K - 3. word study for phonics, phonemic awareness, vocabulary, and spelling</p> <p>Handwriting Without Tears Used during the school day with grades PreK - 5 strategies for making legible and fluent handwriting an easy and automatic skill for students</p> <p>Academic Intervention Instruction Teachers designated as additional instructors of ELA will instruct small groups and 1:1 at least 3 times a week for 45 minutes a session.</p>		
<p>Mathematics</p>	<p>Students are assessed through formal and informal assessments for example, IEP goals, teachers' observations, Everyday math unit tests, Interim Assessment, and Standardized Assessments. Students at risk of not meeting standards receive AIS services through an array of programs and strategies.</p> <p>Math Steps is used with our K-12th grade students during the school day. It is provided in small group instruction and one-to-one instruction, basic number concepts, addition, subtraction, multiplication, dividing, fractions, decimals, rates, ratios, proportions, percents,</p> <p>Summer Success Math is utilized during summer school in grades K-8th. It is used in small group instruction and introduces, reinforces and reviews key math concepts.</p> <p>Everyday Math Games are provided to students in K-5th. They provide drill</p>	<p>Small group instruction</p> <p>One-to-One; Small Group Instruction</p> <p>One-to-One; Small Group Instruction</p>	<p>During the school day-5 periods weekly- (Math 1)</p> <p>During the school day-5 periods weekly- (Math 2)</p>

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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.		
School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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

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;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

In recognition of the importance of a strong home-school relationship to student academic achievement and pursuant to Title I, Part A, §1118 of the No Child Left Behind Act of 2001, P811M is executing the following School-Parent Compact for the 2013-2014 school year. This compact has two objectives. The first is to strengthen the bonds between P811M and its parents and guardians the second is to foster an ever greater unity of purpose among all members of the school community. To meet these goals, we of the school, parent, and student bodies participating in programs funded by monies from Title I of the Elementary and Secondary Education Act ("Title I") agree to the following provisions, set forth to discharge our joint responsibility of ensuring that all students reach their full potential.

I. School Responsibilities

This section outlines the duties and obligations of P811M staff in building an environment that facilitates student achievement and mastery of the Common Core State Standards.

PROVIDING STUDENTS WITH HIGH-QUALITY INSTRUCTION.

- a) To secure the best possible education outcomes for each student, P811M staff will use every moment of the school day purposefully and efficiently.
- b) To secure the best possible education outcomes for each student, P811M staff will utilize curricula and instructional methodologies that have been approved by the controlling education authorities and/or have consistently led to academic growth in students.
- c) To secure the best possible education outcomes for each student, P811M staff will build an inclusive school that embraces each member's individuality, respecting and celebrating differences in areas such as – but not limited to – sex, gender, culture, and disability status.
- d) To secure the best possible education outcomes for each student, P811M staff will hire and retain highly qualified teachers and paraprofessionals in all applicable content areas.
- e) To secure the best possible education outcomes for each student, P811M staff will continuously improve themselves as educators by learning about their fields' best practices and integrating them into their daily work.

EMPOWERING PARENTS AS EDUCATION ADVOCATES.

- (a) To increase parent capacity in education-related matters, P811M staff will conduct at least one parent needs assessment each school year to identify areas where parents are most desirous of additional support.
- (b) To increase parent capacity in education-related matters, P811M staff will hold parent-teacher conferences each semester where student progress will be discussed and reviewed in a fashion optimally conducive to mutual understanding.
- (c) To increase parent capacity in education-related matters, P811M staff will provide parents with their children's academic information such as – but not limited to – ability levels, assessment data, and curricular descriptions upon request.
- (d) To increase parent capacity in education-related matters, P811M staff will provide translation and interpretation services for parents with limited English proficiency so that they can participate in their children's education to the fullest possible extent.
- (e) To increase parent capacity in education-related matters, P811M staff will make available additional or alternate meeting times upon parent request.

- (f) To increase parent capacity in education-related matters, P811M staff will organize events such as workshops that will provide parents with strategies for supporting their children, including – but not limited to – communication techniques and behavior interventions.
- (g) To increase parent capacity in education-related matters, P811M staff will provide travel or childcare assistance on meeting days and for the duration of the meeting upon request.
- (h) To increase parent capacity in education-related matters, P811M staff will utilize fully and responsibly any and all Title I monies earmarked for funding activities described in this School-Parent Compact and Parent Involvement Policy.
- (i) To increase parent capacity in education-related matters, P811M staff will convene an annual Title I Parent Meeting prior to 1 December of each school year to inform parents of P811M Title I status, any funded programs, and their right to participate in such programs.
- (j) To increase parent capacity in education-related matters, P811M staff will consult parents in all relevant aspects of planning, implementing, and modifying Title I programs, the School-Parent Compact, and the Parent Involvement Policy.
- (k) To increase parent capacity in education-related matters, P811M staff will inform parents of their right to file complaints regarding suspected violations of Title I provisions in the manner set forth by the New York State Education Department.

FACILITATING PARENT ACCESS TO STAFF.

- (a) To encourage meaningful parent-staff dialogue, P811M staff will implement procedures that will allow each child’s parent to request meetings with his or her therapists, teachers, paraprofessionals, or any other school staff.
- (b) To encourage meaningful parent-staff dialogue P811M staff will provide parents with interpretation services so that parents may be able to communicate their thoughts effectively, regardless of English language proficiency.
- (c) To encourage meaningful parent-staff dialogue, P811M staff will host parent activities throughout the school year, including – but not limited to – parent-teacher conferences, parent workshops, and Parent-Teacher Association meetings.

PARENT RESPONSIBILITIES.

This section outlines the duties and obligations of P811M parents in building an environment that facilitates student achievement and mastery of the Common Core State Standards.

PREPARING STUDENTS FOR SUCCESS IN SCHOOL.

- a) To help students benefit more fully from school instruction, P811M parents will take all practical steps to ensure that students are at school in a timely fashion every school day and notify the school office as soon as possible when a child will be late or absent.
- b) To help students benefit more fully from school instruction, P811M parents will ensure that their children are rested and ready to learn when they arrive at school.
- c) To help students benefit more fully from school instruction, P811M parents will assist their children in completing their homework and/or review it afterward.
- d) To help students benefit more fully from school instruction, P811M parents will read with their children each day for at least 15 minutes to improve literacy.
- e) To help students benefit more fully from school instruction, P811M parents will set appropriate limits on children watching television and/or playing video games as well as promote use of out-of-school time for activities such as sports and academic enrichment.
- f) To help students benefit more fully from school instruction, P811M parents will be active partners for school staff in inculcating positive habits of mind, including – but not limited to – respect for themselves and each other.
- g) To help students benefit more fully from school instruction, P811M parents will participate in relevant parent trainings whenever they are able.

PARTICIPATING IN SCHOOL FUNCTIONS.

- a) To maximize parent input in school affairs, P811M parents will read and/or respond to all notices and forms that the school sends home.
- b) To maximize parent input in school affairs, P811M parents will complete any surveys and questionnaires regarding the effectiveness of school programs in a timely fashion.
- c) To maximize parent input in school affairs, P811M parents will participate in Parent-Teacher Association meetings and parent advisory groups such as the School Leadership Team to the greatest extent permitted by their schedules and other obligations.
- d) To maximize parent input in school affairs, P811M parents will participate in the development, implementation, and revision of the school's School-Parent Compact and Parent Involvement Policy.

COMMUNICATING WITH SCHOOL STAFF.

- a) To help school staff maintain a holistic view of each student, P811M parents will participate in all relevant and appropriate education decisions regarding their children.
- b) To help school staff maintain a holistic view of each student, P811M parents will apprise the school of any specific educational needs they believe their children have and would like school staff to address.

STUDENT RESPONSIBILITIES.

This section outlines the duties and obligations of P811M students in building an environment that facilitates student achievement and mastery of the Common Core State Standards.

BEHAVIOR EXPECTATIONS.

- a) To ensure that all students are safe, P811M students will follow all school rules and be responsible for their own actions.
- b) To ensure that all students are safe, P811M students will respect themselves, other people, and school property.
- c) To ensure that all students are safe P811M students will attend school regularly and arrive on time.
- d) To ensure that all students are safe, P811M students will resolve all conflicts and disagreements peacefully.

MINDSET EXPECTATIONS.

- a) To maximize the impact of instructional time, P811M students will complete assignments on time and in a manner that reflects their full academic and social potential.
- b) To maximize the impact of instructional time, P811M students will put forth their best effort at all times.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 75	Borough Manhattan	School Number 811
School Name The Mickey Mantle School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mr. Barry Daub	Assistant Principal Mr. John McCormick
Coach Ms. Alisa Bentley	Coach Ms. Lucilia Halperin
ESL Teacher Ms. Rita Silva	Guidance Counselor Ms. Nayleen Droz
Teacher/Subject Area Ms. Dale Pearlstein/ESL	Parent Ms. Ileana Rodriguez
Teacher/Subject Area Mrs. Lanez Cragan/Science	Parent Coordinator
Related Service Provider Ms. Yanela Rodriguez	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	303	Total number of ELLs	39	ELLs as share of total student population (%)	12.87%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	39
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	6

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL			25			8			6	0
Total	0	0	25	0	0	8	0	0	6	0

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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	1	4	5	5	2	5	4	8	3					37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	1	6	5	5	2	5	4	8	3	0	0	0	0	39

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	1	6	5	2	1	4	1	4	1					25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)				1	1			1	2					5
Advanced (A)				2		1	3	3						9
Total	1	6	5	5	2	5	4	8	3	0	0	0	0	39

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4	2				
5	2				
6	2				
7	4				
8	1				
NYSAA Bilingual (SWD)				8	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4	2								
5	3								
6	2								
7	4								
8	2								
NYSAA Bilingual (SWD)					1		7		

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		1				
8									
NYSAA Bilingual (SWD)	1								

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the LAB-R and NYSESLAT statistical scores a data pattern has proven that the speaking and listening skills are the students' strengths. On the other hand, additional support is needed in the reading and writing modalities. This pattern has been displayed at every grade level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The statistical data for the current year was unavailable at this time, however, our analysis is based on previous data. The instructional decisions in relation to the data from the LAB-R and the NYSESLAT will guide us as to where we need to target the students' ELA academic instruction. The following components comprise our various English Language Arts Program: independent reading; read aloud; shared reading; guided reading; shared writing; interactive writing; writer's workshop; independent writing; and working with words. In addition, the following teaching procedures will also be implemented as a means to support the four modalities: journal writing; books on line in English and Spanish and impromptu story telling. The analysis of the data of the Annual Measurable Achievement Objective of our after school Title III ESL program indicates that one of the students who was in attendance scored proficiency in listening, speaking, reading and writing.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Since P811M-The Mickey Mantle School is a Freestanding ESL program all our ELLs take standardized tests in English. School leadership and teachers are using the results of ELL Periodic Assessment, when the test is provided, by stressing the importance of English language scaffolding, and by reassessing how the remediation for students is addressed. What the school is learning about ELLs from the Periodic Assessment, when it is available, is that teachers need to modify their teaching strategies, differentiate lessons, and tutor students in areas that are the most challenging. The students' native language is used in the following ways: bilingual teacher assistants are utilized in the classroom; classroom libraries are supplied with dictionaries and books in the students' first language, and multicultural thematic units are taught throughout the school year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

P 811M uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5) by utilizing it as a method of classifying and servicing our students. Our school uses three benchmark assessments for ELA: at the beginning of the school year, a guided reading activity is given to our students, and also, two different benchmark assessments are given in January and in June. On the other hand, the math benchmark is given once within the first three months of the school year. Both assessments are based on Engage New York Common Core Modules for Instruction. Some other interventions used for our students' instructions are: Fountas and Pinnel, and Foundations of Wilson.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The P811M ELL students' second language development is considered in instructional decisions throughout the school year. The reading, writing, speaking and listening skills are acknowledged in their developmental stages. The ESL teachers confer with other teachers and related service providers associated with the students by: attending meetings to evaluate and reassess the students' work, developing lessons and modifying their goals and by working with the students across the different content areas in their

classrooms.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

At this time, P811M does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The ESL teachers (Ms. Silva and Ms. Pearlstein) evaluate the success of P811M's programs for ELLs by focusing towards the Adequate Yearly Progress (AYP). The ESL teachers work cooperatively with the school staff to assist our ELL students to perform their best on their standardized and alternate assessment exams by: utilizing portfolios and different assessment tools to evaluate the students' progress (teacher- made checklists, informal tests and rubrics). The ESL teachers use the Whole Child Approach by teaching our students how to be healthy and safe. They also engage their students in different social challenging situations with peers and adults. Ms. Silva and Ms. Pearlstein assess these social interactions by observing how the students are progressing in making more friends.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

As part of the identification process for the English Language Learners (ELLs), parents need to complete a legally mandated document called the Home Language Identification Survey(HLIS) in their native language. This HLIS is presented and finished at the Committee of Special Education (CSE). The CSE is where our parents first arrive, as the beginning step for District 75. The Department of Education has created the HLIS in fifteen languages other than English, because these are the main languages of our students. Additional languages may be required from the Translation and Interpretation Department if they are needed. During the students' intake, an informal initial assessment interview is performed with each student in English. During the interview, if it is noted that the student is a speaker of a language other than English, an interview is conducted in their native language. Consequently, if it is determined by the HLIS that the student is a Limited English Proficient (LEP) student, and English to Speakers of other Languages (ESL) certified teacher (Ms. Silva or Ms. Pearlstein) will administer the Language Assessment Battery Revised (LAB-R). The assessment score may show that the student is in need of the English as a Second Language (ESL) services and the ESL teachers (Ms. Pearlstein or Ms. Silva) will place the student in the Freestanding ESL program according to their proficiency level. Students whose native language is Spanish are also administered the Spanish lab if they do not pass the LAB-R. This process must be done within 10 days. Finally, after the HLIS, LAB-R, Spanish Lab (if necessary) are administered the ESL teachers and the testing coordinator fill out the ELPC screen to indicate that the students are ELLs.
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.

Parental involvement is a major facet of The Mickey Mantle School's mission. The Committee of Special Education (CSE) always ensures that their meetings are in conjunction with the parents. Since our school provides the program choice of Freestanding ESL, we guarantee that our new parents understand the philosophy behind the Freestanding ESL program. The Mickey Mantle School schedules breakfasts at its sites for the parents within the first month of the new school year which is facilitated by the parent coordinator. The purpose of these meetings is to serve as a meet and greet as well as to provide parents with an orientation of the services that we offer. During the orientation meetings, we (Ms. Silva and Ms. Pearlstein) explain to the parents that the ESL program is a service that will benefit their children through the English Language Arts Program. The students will receive instruction in listening, speaking, reading and writing English. In addition, the ESL teachers (Ms. Silva and Ms. Pearlstein) inform

the parents or guardians of ELLs of : the school system, program objectives, state and city standards, curriculum, assessment, students' expectations, special projects, such as recycling, and the educational program regulations. Finally, to ensure that the parents' choices are reflected, the ESL teachers and the testing coordinator fill out the ELPC screen to indicate parents' selection.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The Mickey Mantle School is a District 75 school with a Freestanding ESL program. The program model offered in our school is created with the notion of serving the needs of the students, their IEP recommendations, and with the intention of increasing parental involvement. Since placement is determined by the CSE, most schools in District 75 do not provide parent surveys, program selection forms for ESL/bilingual services and entitlement letters. The parents are informed about our ELL program model, at the first-step intake process, at the CSE meeting. When a student is identified as requiring the ESL services from Ms. Silva or Ms. Pearlstein, an informal letter welcomes the students and their parents to the ESL program. The letters are distributed by the ESL teachers, and sent home in the students' backpacks. A follow-up call, will be made by the ESL teachers (Ms. Silva and Ms. Pearlstein) to verify that the letters have been received. When the letters are returned they are stored and secured in a locked file cabinet by the ESL instructors. At the meet and greet breakfasts for parents, the ESL teachers (Ms. Silva and Ms. Pearlstein) discuss the Transitional Bilingual, Dual Language, and Freestanding ESL programs, with the parents. We (Ms. Silva and Ms. Pearlstein) encourage the parents to question any of these three programs. If either of the other two programs become available, the ESL teachers (Ms. Silva and Ms. Pearlstein) will contact the parents.

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.

At the CSE, a decision is made to place a student in an ESL instructional program. Also, based on the HLIS, LAB-R and NYSESLAT scores students are identified as ELLS. Afterwards, they are assigned to a Freestanding ESL Program. The ESL teachers (Ms. Silva and Pearlstein) create an instructional schedule based on the students' proficiency levels which range from beginning to advanced levels. Students' classification, chronological age, mandated class ratios and grade levels and grade levels are all essential factors to keep in mind when determining the students' levels of proficiency. Differentiating instruction is used at every proficiency level. ESL teachers (Ms. Silva and MS. Pearlstein) share with parents the curriculum map and thematic units being used to enhance English language acquisition. All the information is presented in the parents' native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teachers (Ms. Silva and Ms. Pearlstein) take numerous steps to make sure that every child is given the opportunity to take the NYSESLAT. The ESL teachers cross reference ATS reports, such as: RLAT, REXH, and HISE so every student is accounted for. The testing coordinator who keeps the tests in a safe locked cabinet, distributes the tests to the ESL teachers (Ms. Silva and Ms. Pearlstein) who separate the tests based on the students' birthdays to make certain that their testing level is correct. Also, The ESL teachers refer to the students' IEPs to make sure that all testing accommodations are considered. The ESL teachers design a testing schedule and conference with the classroom teachers and the administrators. Parents and guardians are notified about the upcoming NYSESLAT through letters sent home in their native language and a follow-up call is done as well. The ESL teachers (Ms. Silva and Ms. Pearlstein) prepare the students throughout the year for the NYSESLAT exam by assisting them in developing their listening, writing, speaking and reading skills. When it comes to helping the students with the preparation for the NYSESLAT, the ESL teachers discuss the importance of the test for their academic advancement. It is also pointed out by them that the students should behave their best when taking the test.

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

The parent survey and program selection forms are done at the CSE. The trend at P 811M has been that the parents of ELLs have selected to keep their children in the Freestanding ESL program. We will provide an English as a Second Language(ESL) program that uses strategies for English language development with native language. Instruction is delivered using both the push-in and pull-out models. The following student to staff ratios exist at our schools: 12:1:1, 8:1:1 and 6:1:1. Our program will also support ELL students to acquire language and content knowledge in English. For those students whose IEPs indicate bilingual education, an alternate placement paraprofessional is assigned to that student. At P811M, we currently have two students with bilingual recommendations and two alternate placement paraprofessionals who provide language support.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Our organizational models at The Mickey Mantle School are push-in, pull-out ESL services. The students are grouped based on the classification of student to staff ratios of 12:1:1, 8:1:1 and 6:1:1, within three consecutive grades and IEP recommendations. Depending on these needs the push-in model is used to assist students across curricular areas and allow the students to remain in their classroom with their English speaking peers. Utilizing the push-in model allows the ESL and classroom teachers to collaborate in the facilitation of classroom instruction. As a result, the English Language Learners are given the opportunity to acquire the English language across all subject areas. In doing so, the ESL teachers (Ms. Silva and Ms. Pearlstein) provide both English and English Language Arts content instruction simultaneously. The push-in model proceeds at the rate that the ESL teacher (Ms. Silva or Ms. Pearlstein) considers the most beneficial to the ELL student. In addition, the program models consist of heterogeneous and homogeneous groupings. Our instruction values the students' backgrounds, the need to prepare the students for a college education. Our curriculum is aligned to the Common Core Learning Standards, the English as a Second Language Standards, and the New York State Language Standards. Parent and community involvement are of utmost importance.

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)?

The two certified ESL instructors (Ms. Silva and Ms. Pearlstein) ensure that the mandated number of instructional minutes is provided, according to the student's proficiency level through, our Freestanding ESL Program. The plan of the ESL teachers (Ms. Silva and Ms. Pearlstein), is to make certain, that our students are being fully serviced. According to CR-Part 154, correct mandated minutes in academic support with instruction in English is delivered. Minutes served are based on students'

NYSESLAT scores. In collaboration with the ESL teachers (Ms. Silva and Ms. Pearlstein) and other pedagogues our school is meeting the New York State – mandated ESL/ELA allotted instruction times. In accordance with CR-Part 154 mandates, our ELLs in grades K-8, who scored at the beginning and intermediate proficiency levels are receiving 360 minutes of ESL services/week. In Spring 2014, our students will be administered the NYSESLAT. At the present time, the ESL teachers (Ms. Silva and Ms. Pearlstein) are preparing our beginners and intermediate students to excel in academic achievements. According to CR-Part154 mandates, all the P811M English Language Learners who will reach their advanced level will be given 180 minutes of ESL/180 minutes of ELA/week. Students participate in the ELA program with their classroom teachers. Since P811M has grades from K to 8th when our ELLs move to the high school level, the ESL teachers will assure that our students will continue their ESL services, with the correct mandated minutes.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

Balanced Literacy

Total Physical Response (TPR)

Cooperative Learning

Whole Language Instruction

Community Language Learning

Natural Approach for Second Language Acquisition

Cognitive Academic Language Learning Approach (CALLA)

Differentiated Instruction

In addition to the above instructional approaches, the ESL teachers also utilize ; Scaffolding, Modeling, Bridging, Contextualization, Schema Building, Facilitation of Language Functions, and Text Representation. The use of Bloom's Taxonomy instruction eases the development of the students' meta-cognition. We meet the demands of the Common Core Learning Standards by incorporating literature, informational text, and foundation skills in our ELA program. In the P811M ESL program, the teachers include the Math Common Core Learning Standards which include geometry, counting, measurement and data, to name a few concept skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In order to ensure that our new English Language Learners are appropriately evaluated in the Spanish language the ESL teachers administer the Spanish Lab. One of our ESL teachers, Ms. Silva is bilingual and she is one the pedagogues who administers the Spanish Lab. P811M has alternate paraprofessionals under the guidance of the pedagogues who can help our students who have been in the system. Our school has bilingual social workers, guidance counselors and related service providers who assist the ESL teachers to evaluate our ELL students. Also, teacher-made assessments and books in the students' native languages are used to evaluate ELL students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The P811M teachers evaluate their ELL students in all four modalities of English acquisition throughout the year by using the following assessments: Assessment of Basic Language and Learning Skills-Revised (ABLBS-R), NYSAA, SANDI, E-CLAS-2, Benchmark ELA and Math Assessments, and Fountas and Pinnel. The ESL teachers do ongoing assessments using teacher-made materials throughout the school year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

P811M has an instructional plan for Students with Interrupted Formal Education (SIFE) if they become part of our organization. The ESL teachers would provide support in the form of literacy, mathematics, technology, and Academic Intervention Programs. The two certified ESL teachers (Ms. Silva and Ms. Pearlstein) would service the students with the necessary amount of time according to their mandates, following the push-in model using differentiated instruction/materials during their ELA classes. The instructional goal for

newcomers is that they learn to use English to make progress in all academic areas and social settings. Recognizing that students might be kinesthetic, visual and/or auditory learners, ESL teachers (Ms. Silva and Ms. Pearlstein) use a multitude of education resources to address these learning styles. For example, cooperative learning groups, play a significant role in the ELL teaching approach. When these groups meet, students present their writing, pictures, and stories to their peers. In other instances, the Total Physical Response (TPR) method may be used by the ESL teachers to create activities for improving the listening skills of students. In these activities, students follow small commands related to action words that are used in lessons. In addition, graphic organizers are used to access students in organizing ideas for understanding a text. The ESL teachers provide the mandated amount of minutes necessary to comply with CR-Part 154. Ms. Silva and Ms. Pearlstein provide push-in and pull-out delivery of service alternatively according to the individual need of the students. For ELLs receiving services for 4-6 years the goal is for them to increase their English literacy in the four modalities: listening, speaking, reading and writing. Critical thinking development is essential for this group of students. The two ESL certified teachers (Ms. Silva and Ms. Pearlstein) always differentiate instruction to meet the needs of the students. The beginners and intermediate students receive 360 minutes of ESL instruction/week. The students who scored at an advanced level in the NYSESLAT will receive 180 minutes/week of ESL instruction. The push-in/pull-out models are applied based on the collaboration between the homeroom teacher and the ESL instructor. The ESL teachers and the classroom teachers usually meet during a common planning time to discuss the appropriate differentiated curriculum for the ELL students. Our educational plan for the long-term English Language Learners is to facilitate academic literacy skills in English. The ESL teachers recommend that explicit literacy instruction should be integrated in all content area subjects, such as, Math, Science, Social Studies, ESL and English Language Arts classes. Our ESL program model approach to literacy instruction is coordinated across all subject areas to support the development of students' academic language and literacy skills. Long-term English Language Learners are taught separately from new arrivals so that instruction can focus on academic literacy in English. The two certified ESL teachers (Ms. Silva and Ms. Pearlstein) work cooperatively with classroom teachers and related service providers to ensure that long-term ELLs receive the instruction needed. The push-in /pull out models are used interchangeably depending on the students and teachers' needs. The beginner and intermediate students receive 360 minutes of ESL instruction per week, whereas the advanced students receive 180 minutes per week of ESL instruction. When the ELL students score proficiency in the NYSESLAT exam, the ESL teachers continue to support them by going into the classroom and listening to their language needs. The ESL teachers meet with classroom teachers and related service providers to discuss the progress of the former ELL students. The ESL teachers contact the parents of the proficient students to make sure that they are doing well at home and in their communities. ELL proficient students and all ELL students are advised to participate in the Title III after school program. The ESL teachers and the testing coordinator also make sure that test accommodations for former ELLs are implemented according to the students' IEPs.

7. 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?

Our school's instructional strategies and grade-level materials are created to meet the diverse needs of English Language Learners-Students with Disabilities (SWDS) within the least restrictive environment. P811M provides equitable and flexible access to concepts and ideas for students. In regards to inclusion, students with disabilities can work on individual skills and goals within the context of the general education curriculum. Some supplementary aids and services that P811M have used successfully include: modifications to regular class curriculum, assistance of an itinerant teacher with special education training, special education training for the regular teacher, use of computer-assisted devices and provision of note takers.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL teachers (Ms. Silva and Ms. Pearlstein) use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals based on best practices. Examples of best practices are: cooperative grouping, collaborative learning, adapted and modified materials, co-teaching and planning, ongoing assessment, differentiated instruction, connecting prior knowledge, the use of SMART boards, and incorporating the Common Core Standards, in conjunction with the English Language Proficiency Standards. The grade level materials that the P811M ESL teachers implement in our program are Foundations of Wilson, Expeditionary Learning, and Engage NY Modules. Once the students achieve their IEPs goals, P811M moves these students to a least restrictive environment, such as from a 8:1:1 to 12:1:1 setting and/or it places them in another school building in an inclusive classroom.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

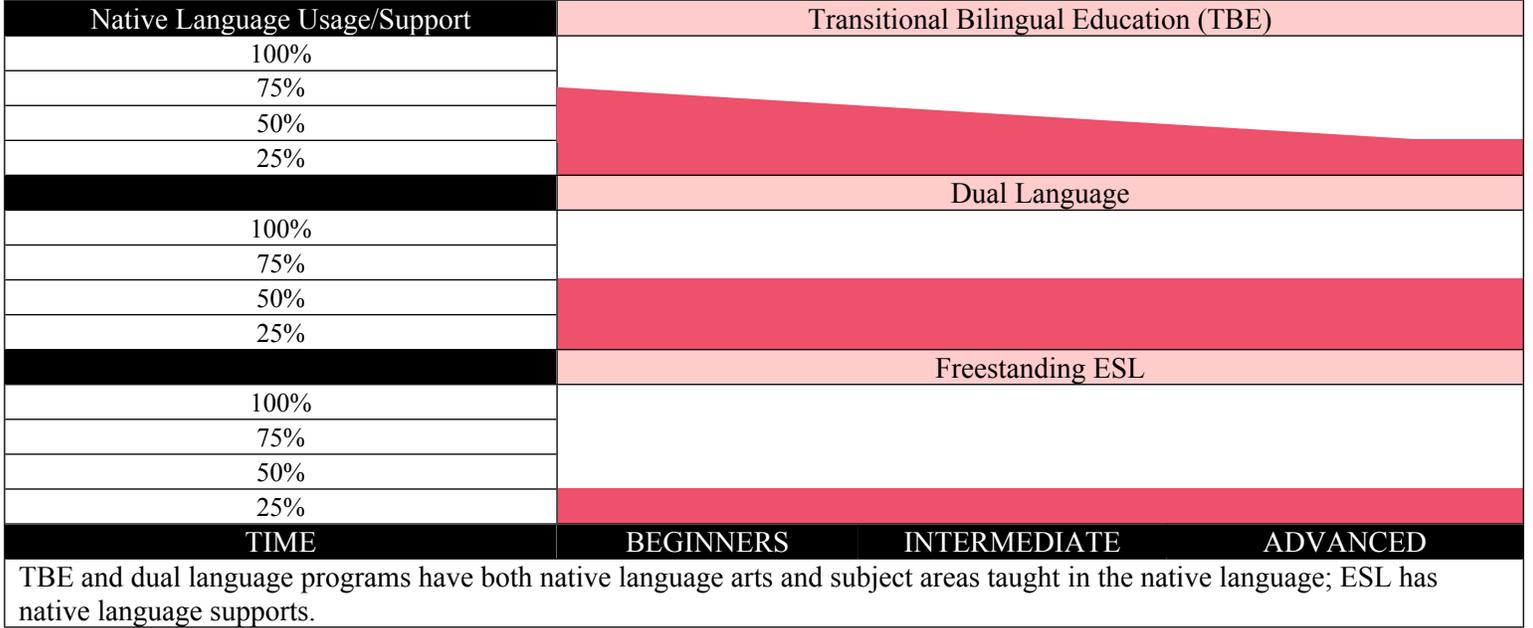
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

9. 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.

The targeted intervention for English Language Learners incorporated in all content areas used at P811M are: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). While an ELL student may learn the social skills rapidly, it may take up to seven or more years to develop academic skills. The intervention programs for ELLs are: Balanced and Integrated Literacy, Applied Learning, Adapted Technology, Getting Ready to Learn, Social Emotional Literacy Program, Foundations of Wilson, Expeditionary Learning and Engage New York Modules. Academic Intervention services are provided by the Special Education teachers in English. A special program entitled News-2-You is provided for alternate assessment students as an additional AIS supplement. Furthermore, the Title III Program is created for ELLs as an intervention program.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The P811M is meeting the needs of our ELLs in both content and language development. Data shows that the P811M NYSESLAT results have increased. Some students moved up an entire proficiency level. Based on the daily assessment results done during instructional time, the ESL teachers have observed the students' growth in their listening, speaking, reading and writing skills.

11. What new programs or improvements will be considered for the upcoming school year?

In the 2013-2014 school year, P811M will implement the following programs: Mickey Mantle Debate Team, School Store, video games during recess time, Mighty Milers, Super Soccer Stars, Student Council Year Book, PBIS, RRS and Wellness in Our Schools. The school store and the video games are positive reinforcers for the students, who have had good attendance and behavior throughout the month. The Mighty Milers is a school wide running program, incorporated by the physical education teacher. Each class runs twice a week in the gymnasium. The goal is to reach a marathon (26.2 miles) during the school year. Super Soccer Stars is also a physical education project. Round Star Foundation sends soccer players to interact with the students for one instructional period/week. At the conclusion of the school year, a yearbook is developed and distributed by the students, with the teachers' assistance. During the school year, the Emotional Literacy Programs, PBIS and RRS, will continue to be implemented. The Culinary Program, Wellness in our Schools, helps to develop the students' awareness of the benefits of eating healthy and being fit.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The following instructional materials are used to instruct all level English Language Learners in standardized and alternate assessment classes: ESL Standards, ELA Standards, Common Core Standards, Alternate Grade Level Indicators (AGLI), Performance Indicators, Bloom Taxonomy, Smart Board, Mayer Johnson symbols, Wilson Programs, Microsoft Word PowerPoint, Balanced Literacy Program, dictionaries, fictional and non-fictional library books, and leveled library books. In order for English Language Learners to develop reading comprehension, the ESL teachers (Ms. Silva and Ms. Pearlstein) use different types of textbooks and resources. Therefore, they will be able to make the connection to text to text, text to self, and text to the world.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

P811M is a Freestanding ESL Program model, therefore, Native language support is developed through different types of thematic units. These will be created taking into account the multicultural backgrounds of our ELL students. Students will be able

to learn about one another as well as share information about their own culture. In this way, we (Ms. Silva and Ms. Pearlstein) are developing the pride of their heritage. Learning about different countries, different foods and holiday celebrations with the sense to create one community is our goal. Utilizing the Total Physical Response is another approach through modeling, body motions and visual aid, which will help students to internalize the meaning of the lesson. Another reference for native language support is the classroom library filled with books and dictionaries in the students' native language. Finally, alternate bilingual paraprofessionals in the classroom supplement extra support for native language, if needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

If the new ELL is enrolled prior to the academic school year, the student will be able to participate in Chapter 683, the District 75 summer program activities. The P811M in alignment with the New York State English as a Second Language Learning Standards and English Language Arts Standards, and Common Core State Standards engage in programs and activities to assist newly enrolled ELL students after the first day of school. The newcomers are provided with the following services: ESL push-in model, pull-out model, and collaboration with the classroom teachers, and paraprofessionals, as well as the parents. We also encourage our students to buddy up with newly enrolled English Language Learners as an additional support system.

18. What language electives are offered to ELLs?

At this time, P811M does not offer language electives.

19. For schools with dual language programs:

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

At this time, P811M does not offer a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

At P811M, there is a professional development plan for all ELL personnel, and teachers of ELLs. On Tuesday, November 5, 2013, the professional development will include the topic of Teacher Effectiveness Literacy. On Tuesday June 5, 2014, the professional development will cover the topic of Math. These topics are of enormous benefit for everyone who works with English Language Learners.

The District 75 English Language Learner Office hosts professional development courses for all ELL teachers. After the ESL teachers (Ms. Silva and Ms. Pearlstein) attend their professional developments, the information acquired by them is distributed to all staff of ELLs. The purpose is for all the personnel (teachers, paraprofessionals, related service providers, secretaries, parent coordinator and administrators) who are involved with ELLs to be aware of teaching best practices, Common Core Learning Standards, methodologies, approaches and strategies that will help our ELL students to be successful.

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

The District 75 English Language Learners Office offers the Jose P. Training. Classroom teachers, with the exception of the ESL teachers, are required to take the Jose P. Training which is a ten hour course for special education pedagogues. These workshops are held on the two Superintendent Conference days In November and June. Some classroom teachers at the Mickey Mantle School have completed ten hours of these workshops. As a result of this fact, they have knowledge of ESL methodologies.

D. Parental Involvement

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

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

The Mickey Mantle School interacts with the YAI and the Manhattan Parent Coordinators. They will provide the following parent workshops for this school year: "Putting An End to Bullying" on October 18, 2013; "Prepare for Change OPWDD System on October 23, 2013; and the "Functional Behavior Analysis(FBA) and Behavior Improvement Plan (BIP)" on January 15, 2014. In the past our school has partnered with the following agencies and Community Based Organizations in order to provide workshops to ELL parents: Resources for Children with Special Needs and Q.S.A.C.

As the parents select the Freestanding ESL program, which is offered in our school, entitlement letters are sent home to parents. Follow-up phone calls are made to the parents guaranteeing that the parents and students' needs will be met. Meet and Greet Breakfasts are offered at our three sites in which teachers, administrators, and related service providers welcome ELL parents. At this meeting, the ESL teachers (Ms. Silva and Ms. Pearlstein) will inform the parents that we will be able to meet with them to review their child's progress, and a discussion ensues about the Title III program. Also, teachers will inform the parents which thematic units will be implemented as part of the teaching instruction in order to expose their children to different content areas. Parents are also familiarized with our literacy program, the integration of the Common Core Standards, and their child's literacy goals. At parent-teacher conferences and IEP meetings teachers make certain that parents' needs are fulfilled by enhancing their awareness of their child's SMART goals and academic achievements.

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75M811 School Name: The Mickey Mantle School

Cluster: Gary Hecht Network: 01

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.

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

The parent coordinator makes certain that there is communication between the families and guardians of ELLs and P811M by providing translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the fifteen foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone, with any of the translation or interpretation needs of the parents. At IEP meetings, parent-teacher conferences and at transition meetings if there is a need for translation or interpretation, a key staff member who speaks the parent's native language will be invited to attend these meetings.

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

The student population at The Mickey Mantle School consists of ELL learners who are mostly Hispanic. Out of our thirty-nine ELLs, thirty-seven ELLs are Spanish speaking. Fourteen percent of our parent population, requires translation and interpretation in Spanish. One of our ESL certified teachers can provide translation and interpretation for parents who need assistance in Spanish and Portuguese. One of our parents needs translation and interpretation in French and it can be provided by one of our French speaking paraprofessionals. A parent in our school whose primary language is Bambara has indicated that written and oral information can be done in English.

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

Part B: Strategies and Activities

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

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

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

The Mickey Mantle School provides oral interpretation services in the Spanish language with the assistance of the following staff: a certified ESL teacher, a bilingual social worker and some paraprofessionals. In addition, we include our bilingual Assistant Principal to help with parental translation and interpretation needs. If no staff member has the capability of speaking the primary language of the parent, the Translation and Interpretation Unit will perform the service. This action is available through a three-way phone conversation or a staff member from the Translation and Interpretation Unit who will come to our school to assist with the parents translation or interpretation needs.

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

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