



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE EDWARD MANDEL SCHOOL , P.S. 220Q

DBN (i.e. 01M001): 28Q220

Principal: JOSETTE PIZARRO

Principal Email: JPIZARR@SCHOOLS.NYC.GOV

Superintendent: BEVERLY FFOLKES BRYANT

Network Leader: MARLENE WILKS

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
Josette Pizarro	*Principal or Designee	
Richard Gross	*UFT Chapter Leader or Designee	
Debbie Royce	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Laura Reyes	Member/ Parent	
Sanjeev Thopar	Member/ Parent	
Maribel Vera	Member/ Parent	
Laxmi Mamidela	Member/ Parent	
Jennifer Lloyd	Member/ Teacher	
Jill Rousso	Member/ Teacher	
Jessica Jantzen	Member/ Teacher	
	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
	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)
x	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.

Annual Goal #1

By June 2014 7% of all ELL students will increase by at least one proficiency level as measured by the NYSESLAT exam administered as of June 2014.

Comprehensive Needs Assessment

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

The 2012-2013 ELL Data for the ELA is as follows: 84% of Grade 3 scored a Level 1 and 16% scored a Level 2 and 91% of Grade 4 scored a Level 1 and 9% scored a level 2. This data indicates that none of our ELL students were tested on the ELA were proficient. Based on this data, AYP was not met.

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. Activity #1

Parallel Teaching (General Ed and ELL teachers) in Literacy Block
Articulate and planning
Mapping

2. Activity #2

Professional Development

Teachers College Staff Development
OELL Professional Development
Turn-key strategies that will enhance student growth

3. Title III After School Program

Focuses on Reading and Writing strategies
Provide direct and supplemental language instruction to ELLs in Grades 1-5
Instruction is aligned to the Common Core Standards
Employ scaffolding strategies that unpacks academic language found in informational reading and content area learning

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

1. ELL teachers, classroom teachers
2. Administration, ELL teachers, and teachers
3. Administration, ELL teachers and teachers

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

1. Teacher College Running Records, informal and formal observations, students work, and assessments
2. Teacher College Running Records, informal and formal observations, students work, and assessments
3. Teacher College Running Records, informal and formal observations, students work, and assessments

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014

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

1. Scheduling, Parallel Teaching, Workshops
2. Teachers College Staff Development, OELL Professional Development, and other workshops.
3. Title III program, ELL toolkit of strategies, Teachers College

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).

Translations of important information, Workshops, Parent Coordinator, ELL updates in School Newsletter

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	x	Title IA	Title IIA	x	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 #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 June 2014, the overall parental involvement will continue to improve a minimum of 5% as measured by attendance at school wide events

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.

Our Comprehensive needs assessment comes from two data sources; the Quality Review and the Parent Teacher Survey. Based on the 2010-2011 Quality Review, it was recommended that the school ensure that parents are key partners in their child's education and kept well informed of school programs resulting in collaborative decision making. Similarly, the 2011-2012 and 2012-2013 Parent Survey indicates the need to strengthen communication between parents and teachers.

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

Activity #1

Professional Development:

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

- Common Core Learning Standards
- Effective questioning
- Strategies for supporting your ELL child at home
- Collaborative Discussion
- Implementation of Go Math

Activity #2

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

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

Meet & Greet Prior to school opening

Parent Conferences & Curriculum Night

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

Monthly meeting with the Parent Association to communicate school progress

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

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

Distribution of Staff email provided to parent community

Breakfast with administration

School events such as, Math Bees, Unity Day, Literacy Launch, International Day and Field Day

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

1. Parent Coordinator, Math Coach/ Data Specialist, ELL Teachers, Administration,
2. Parent Coordinator, Administration, Classroom Teachers, Math Coach/Data Specialist, ELL Teachers, and Related Service Providers

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

1. By attendance at workshops and feedback provided to the Parent Coordinator
2. Attendance at school wide events, informal surveys, as well as feedback to the Parent coordinator

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

1. September 2013 through June 2014 at varied times throughout the school day and throughout the school year.
2. September 2013 through June 2014 at varied times throughout the school day and throughout the school year.

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

1. Parents will have the opportunity to learn about new curriculum, standards and ways in which they can support the academic and social awareness of their child. This includes resources such as, EngageNY, ARIS, Think Central and myON,
2. School Messenger, School Wide Monthly Newsletter, ELL Newsletter Insert, Translators during school meetings and workshops

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).

- Parent Workshops, Open House Curriculum Night, Open School Week, Math Bees, Literacy Launch, Flyers and Phone Calls
- Providing resources to parents such as, EngageNY, Think Central, Common Core Standards, ELL Support

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

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 June 2014, as a result of 100% of all teachers engaging in a study around the competencies for Teacher Effectiveness, a minimum of 10% of teachers will effectively display and/or demonstrate their understanding of effective or highly effective pedagogical moves as measured by frequent cycles of observations.

Comprehensive Needs Assessment

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

On the 2012-2013 ELA Assessment, 32.1% of our tested population was proficient. On the 2012-2013 Math Assessment 36.7 % of our tested population was proficient. As a result of our ELA and Math Data, as well as informal and formal observation, it is essential that we concentrate on raising the rigor in our classrooms. We believe our lack in performance on state exams directly correlates with the need to increase rigor in the classroom. Through engagement as well as through questioning and discussion techniques we hope to create a more rigorous environment which will result in academic success

Instructional Strategies/Activities

Describe the research-based 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

Activity # 1

Professional Development

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

- Classroom teachers, Cluster teachers, related service providers and Math Coach/Data Specialist will provide on-going professional development around the;
- CCLS
- Citywide Expectations
- Danielson Framework
- Designing Coherent Instruction
- How to Integrate Bloom's Taxonomy in daily lessons
- Creating Effective Questions with Discussion Techniques

Activity #2

Teacher Teams

Continue to unpack the key elements found in the CCLS and identifying the pedagogical moves necessary to build higher order cognitive thinking

Facilitate methods and opportunities that support collaborative discussions within classrooms

Discuss units of study and planning rigorous activities

Work collaboratively with the Teachers College Consultant in crafting lessons and ensuring the alignments of Units of Study to the Common Core Standards

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

Analyze and implement the results from the NYC Performance Assessment using a protocol

Activity #3

Interim Progress Point

Schedule of informal and formal observations

Data conversation with teachers

Goal setting with teachers based on data and feedback

Focused inter-visitations and intra-visitations

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

1. Administration and staff members, Teachers college Staff Developer
2. Administration and staff members, Teachers college Staff Developer
3. Administration and staff members, Teachers college Staff Developer

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

1. Through informal and formal observations, teacher feedback,
2. Through collaborative conversations, informal and formal observations, Inquiry share outs, student work and assessments and teacher feedback
3. Ongoing observations, Collaborative conversations, and Vertical Planning Share Outs

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

1. September 2013- May 2014
2. September 2013- May 2014
3. September 2013- May 2014

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

1. Teachers College, Danielson Framework, EngageNY, ARIS Learn,
2. Teachers College, Danielson Framework, EngageNY, ARIS Learn, Professional Literature
3. Danielson Framework, Professional Literature, Data Sources

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).

Parent Workshops on Collaborative Discussions and City-Wide Expectations along with the Meet and Greet, Open School Night and Curriculum Night

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	x	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.

Coach/Data Specialist, T.C. Staff Develop- Per Diem, CFN 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.

By June 2014, there will be an increase of student-student feedback as well as teacher-student feedback as measured by student portfolios and observations multiple times throughout the year

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.

After reviewing our data from our Data Meetings during the Spring of 2013 it was determined there was a need to support student self-monitoring and autonomy in learning. This process includes student-student feedback as well as teacher-student feedback. Additionally, it was determined that feedback would include both written and discussion strategies.

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

Activity #1

Inquiry Time - 37 ½ minutes
Using Protocols while looking at student work

Activity #2

Glows and Grows Initiative for student feedback.

Activity #3

Classroom Museum Walks that support student feedback and discussion

Activity #4

Successful strategies resulting from Inquiry Cycles such as Discussion and Feedback Prompts, checklists and Rubrics

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

<ol style="list-style-type: none"> Administration, Teachers, Students Administration, Teachers, Students Administration, Teachers, Students Administration, Teachers, Students
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Inquiry Cycle check points, Vertical Planning, share-outs, post-its, conversation, Inquiry, Bulletin boards, student work, post-its, Student work, written feedback conversation, questions and prompts geared towards conversation Conversations and written responses that reflect feedback which support student-student and/or student-teacher feedback.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013- June 2014 September 2013- June 2014 September 2013- June 2014 September 2013- June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Scheduling of Inquiry Time, Looking together at Student Work, Power of Protocols, Professional Development with T.C. Staff Developers Danielson Rubric, Professional Development ,Inquiry Time, Self-Monitoring Check lists Rubrics, Self-Monitoring Resources, Discussion Prompts,

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).
 Parent Workshops around Collaborative Discussion

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	X	Title IA		Title IIA		Title III		Set Aside		Grants
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.

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

-

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.

	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.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Teacher's College Reading and Writing Project: strategy groups, shared/interactive reading and writing , guided reading Leveled Literacy Intervention Words Their Way	Small groups Push in/pull out Groups are flexible and change as needed	During the school day
Mathematics	Basic Skills/ Fundamentals Support Math Program	Small groups Push in/pull out Groups are flexible and change as needed	During the school day
Science	Re-teaching activities, Vocabulary Development	Small group instruction	Extended Day
Social Studies	Lower level text that supports instructional outcome, repeated reading,	Small group instruction,	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance (Social Issues): 4 students in K 1 student in 1 st Grade 3 students in 2 nd grade 4 students in 3 rd grade	Small Group Push in/ Pull out	During the school day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
x	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.

- SBO Team identify highly qualified teachers through interview and demo lessons
- Visit Teacher Recruitment Centers & Hiring Halls
- Collaboration with Human Resources
- Partnerships with Colleges for Student Teacher Programs
- Ongoing staff development (in house and network)
- Clearly defined teacher expectations
- Communication via Email, memos, letters
- Common grade preparation periods utilized for planning
- In - House Staff Development to Share Best Practices
- Network Staff Development
- Professional Organization Conferences
- Common preparation periods for planning and looking at student work
- Inquiry time
- Book Study- Looking at Student Work, Formative Assessment,
- Math Coach
- Curriculum pacing calendar
- Teachers College Staff Development (in house)
- Teachers College Staff Development (on-TC Site)

-

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).

Network Professional Development, T.C. Professional Development that takes place within the school and involves teacher team meetings visitations and modeling, Turn-Key Workshops on various topics, Grade Conferences, Curriculum Meetings, Professional Organization Workshops, Partnerships with Educational Resources.

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.).

Purchase books and materials for students in temporary Housing,

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.).

Parent meeting and orientation into elementary school, Parent Teacher Meeting with school assigned social worker, visit to Kindergarten classes, visit the entire school facility, practice eating lunch in large cafeteria, transitional books into Kindergarten from Pre-K are utilized within the classroom, Articulation with Kindergarten Teachers to discuss student issues and concerns.

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.

The MOSL Committee comprised of teachers (5) (3) and administration was trained to identify the benefits of each MOSL and how to come to consensus with the school community. The MOSL Committee then selected the best fit for the needs of our school. Options were shared with the school community to support transparency in the decision making process.

They include the following:

State measures: New York State Exams for 3, 4 & 5 New York State Science Exam for Grade 4, Grades k-2 will utilize the New York City Performance Assessment Writing Prompt. For math our K-2 state measures are focusing on our grade 5 math scores.

Local Measures: The entire school is being measured on the school wide growth of the NYS ELA and Math Exam

For all assessments we chose Growth as our state measure vs. Goal.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**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

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information to the extent possible 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 critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Area which includes instructional materials, newsletter and parent information;
- hosting events to support, college and career readiness in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 28	Borough Queens	School Number 220
School Name Edward Mandel		

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 Josette Pizarro	Assistant Principal Hope Monnes, Heather Lorenz
Coach Suzann Valenzouela	Coach type here
ESL Teacher D. Galatsanos	Guidance Counselor C. Dimitropoulos
Teacher/Subject Area N. Shabani, ESL	Parent type here
Teacher/Subject Area J. Costa, ESL	Parent Coordinator T. Mathews
Related Service Provider L. Rozenberg	Other C.Swantak, 5th Grade
Network Leader(Only if working with the LAP team) Pierre Galvez	Other N. Boscia, Speech

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.	4	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	1	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)	692	Total number of ELLs	134	ELLs as share of total student population (%)	19.36%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	2	3	1	6	1								15
Pull-out	1	1	1	2	1	2								8
Total	3	3	4	3	7	3	0	23						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	118	ELL Students with Disabilities	17
SIFE		ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	

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	118		10	16		7				134
Total	118	0	10	16	0	7	0	0	0	134

Number of ELLs who have an alternate placement paraprofessional: 3

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	3	4	2	8	2								20
Chinese	1	1	0	1	1	2								6
Russian	2	4	7	8	5	5								31
Bengali				1		1								2
Urdu	1	0	2	1										4
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi			2											2
Polish														0
Albanian														0
Other	11	15	14	9	11	9								69
TOTAL	16	23	29	22	25	19	0	0	0	0	0	0	0	134

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)	10	10	7	7	8	9								51

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)	0	3	14	8	8	2								35
Advanced (A)	6	10	8	7	9	8								48
Total	16	23	29	22	25	19	0	0	0	0	0	0	0	134

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					0
4	16	3			19
5	10	1			11
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	10	7	5	0					22
5	3	6	4	2					15
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	2	3	5	3	1	0	15
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
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.

Data utilized within the classroom to assess the early literacy skills of our ELLs is TCRWP which includes running records, concepts of print, conference notes, letter identification and sound recognition. According to our Reading Level assessments from September to November, of all first graders, 63% maintained the same reading level and 38% have moved up a reading level. Of second grade ELLs, 11% moved two or more reading levels, 70% moved up one reading level and 19% maintained their level. In third grade, 24% of ELLs moved two or more reading levels, 59% moved one reading level and 18% maintained levels. Of fourth grade ELLs, 17% moved two or more levels, 67% moved one level, and 17% maintained the level. In fifth grade, 5% moved two or more levels, 59% moved one level and 35% maintained their levels. Based on the results of our assessments, the ESL Team along with the classroom teachers will use the data to create action plans to further develop ELL's reading skills. The teachers will focus on reading strategies to help these students progress and reach grade level reading. For example, using differentiated instruction; picture support; ReadAloud/ThinkAloud/TalkAloud; Total Physical Response; realia; front load vocabulary; deconstruct/reconstruct juicy sentences; partnership reading; and conferring with students to model and teach reading skills. Language objectives will be gleaned from the Common Core Learning Standards. Furthermore, teachers will implement RTI strategies to promote independent reading progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

An analysis of the LAB-R and NYSESLAT indicate that in Kindergarten there are 69% of students who scored at the Beginning and Intermediate levels and 31% at the Advanced level. In First grade there are 57% of students who scored at the Beginning and Intermediate levels and 43% at the Advanced level. In Second grade there are 72% of students who scored at the Beginning and Intermediate levels and 28% at the Advanced level. In Third grade there are 68% students who scored at the Beginning and Intermediate levels and 32% at the Advanced level. In Fourth grade there are 64% students at the Beginning and Intermediate levels and 36% at the Advanced level. In Fifth grade there are 68% of students rated at the Beginning and Intermediate levels and 32% at the Advanced level. The majority of Advanced level students are found in First and Fourth grades. Our data correlates with the high number of ELLs in our program from 0-3 years. This data also indicates that the majority of our ELLs are in the Beginner and Intermediate levels.

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](#))

Paste response to question here:

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

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?

Paste response to questions here:

Growth of our ELLs in the ESL program is based on the NYSESLAT, ELA, Math, and Science state exams. Being that the NYSESLAT was newly aligned with the Common Core Learning Standards, NYSESLAT scores indicate that our ELLs either made gains or maintained proficiency levels. 17% of our ELL population achieved proficiency, 37% moved up one proficiency level, 3% moved up

two proficiency levels and 43% maintained the same proficiency level. On the ELA and Math exams, our ELLs in third, fourth and fifth grades are at or approaching proficiency. Science exam results are as follows: out of 15 4th grade ELLs, 53% are proficient. It is evident from the exam scores that our ELLs are not only acquiring language, but they are also able to transfer this knowledge across content areas. In addition, all teachers attend data meetings in our school, where administration, the Data Specialist/Math coach and teacher discuss the data patterns found in their classrooms. This information is utilized to create individualized action plans aligned to the Common Core Learning Standards and set goals for students. Additionally, it allows administration to provide teachers with supports they need to strengthen teacher effectiveness by increasing rigor through questioning and discussion techniques in order to help their students succeed. Furthermore, the data allows us to create inquiry teams and focus on strategies that not only will help a small number of students but our whole student body. Through this process, our school implemented a Literacy Co-teaching Bloc, where the ESL teachers collaborate and plan with general education teachers and parallel teach to enhance language and literacy development.

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

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.](#))

Paste response to question here:

In our school we use an array of assessments to collect data because they have different capabilities and serve different purposes. Currently our data is collected from the HLIS, LAB-R, Periodic Assessment, NYSESLAT, ELA, Math, Science state exams and TCRWP. This data is utilized to guide instruction for ELLs within the Response to Intervention (RTI) framework. We use the data by examining these documents in the following way: The HLIS informs us of their cultural background and uncovers the factors that could influence the student's English language learning process. This knowledge guides teachers in making linguistically responsive instructional choices. The LAB-R and NYSESLAT give us their English language proficiency levels. The Periodic Assessments predict students' performance on New York State Tests by providing detailed information about a student's English language development. The ELA, Math and Science state exams provide us with insight into cognitive development in content areas of study and the TCRWP tells us where the child measures along reading proficiency. The Universal Screener that is the TC assessment, points out risks that may not be apparent from classroom interactions alone, and they are useful for understanding performance across groups of students in the same grade level. The data is used to guide instruction by giving ELLs access to curriculum, making lessons meaningful, teaching complex thinking, and teaching through conversation and discussion. ELLs have access to curriculum as they move along through a tired system of instructional support.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

Through data collection, teacher collaboration, parallel teaching and professional development we ensure that a child's second language development is considered in instructional decisions. Data provides us with necessary tools to facilitate student's individual needs. It is a precise and systematic way to improve student learning throughout the year. Data shows us what students know, what they are able to do and where the gaps are in their learning. This information is utilized during collaboration among the ESL teachers, general education teachers, and Special Education teachers in planning of rigorous and effective lesson plans to support all proficiency levels. Additionally, our school also has formed Literacy Blocs where the ESL teacher and general education teachers parallel teach to scaffold content areas in order to support second language acquisition. All teachers are provided with professional development either by outside sources and/or the ESL Team so they are exposed to new and effective strategies that reinforce second language development and are aligned with the Common Core Learning Standards.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

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](#).)

Paste response to question here:

Upon entering P.S. 220 in the beginning and throughout the school year, new admits are interviewed to determine eligibility for LAB-R assessment. During the registration process the parent and the student are interviewed by a pedagogue in English and if necessary a translator is provided to assist with the completion of the Home Language Identification Survey. The Home Language Identification Surveys and interviews are conducted by Dimitra Galatsanos, ESL Teacher, Nora Shabani, ESL Teacher, Jeanne Costa, ESL Teacher, Dan Billanes, ESL Teacher, Suzanne Valenzuela, Data Specialist/ Math Coach and Lana Rozenberg, Related Service Provider. LAB-R and Spanish LAB-R testing occurs within 10 days of entry into our school. The Spanish LAB-R is given to Spanish speaking students that score at or below the cut scores on the LAB-R in order to determine language dominance for instructional planning in providing ESL services. LAB-R testing is administered by Dimitra Galatsanos, ESL Teacher, Nora Shabani, ESL Teacher, Jeanne Costa, ESL Teacher and Dan Billanes, ESL Teacher. The Spanish LAB-R is administered by Dan Billanes, ESL Teacher.

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.

Paste response to question here:

As a result of LAB-R testing, parents are sent an Entitlement letter in the L1 inviting them to attend Program Selection and Parent Orientation within twenty days of the child's enrollment. Parents are introduced to three program options offered in New York City Public Schools: Free Standing English as a Second Language, Dual Language and Transitional Bilingual Education. Parents understand program options by viewing the Program Choice DVD in their native language which explains the various English learning program options. In the event their native language is not available, an L1 translator will be made available. After viewing the Program Choice DVD, parents complete the survey and have the opportunity to ask questions and voice concerns. Parents are also introduced to the New York State English as a Second Language Achievement Test (NYSESLAT) which is utilized to annually evaluate our ELL population.

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](#)].)

Paste response to question here:

After the LAB-R is completed and the child is identified as an ELL, the ESL teacher will send entitlement letters to the parents within 20 days to inform them of their child's LAB-R score and to invite them to our Program Selection Parent Orientation. All letters sent home are translated into their native language. The ESL Team prepares and maintains copies of all letters, Entitlement, Parent Survey and Program Selection form, Placement, Continued Entitlement and Transitional, are sent out to parents of eligible, current and former ELLs in their native language. These letters are placed in the child's cumulative folder and copies are kept on file in the ESL room. The Parent Survey and Program Selection are placed in the child's cumulative folder. In addition, our ESL teachers follow up with parents through reminder letters and phone calls. Furthermore, the parent coordinator assists in this

process.

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.

Paste response to question here:

At the end of our discussion, parents are asked to complete the Parent Survey and Program Selection form, where they are encouraged to choose the program that best fits their child's needs. At the moment, P.S. 220 offers the Free Standing English as a Second Language program. The ESL Team maintains a running tally of the program choices parents make based on the Home Language Identification Survey as well as inputted into ELPC. Bilingual classes are to be formed when there are 15 or more students on two contiguous grades for Grades K-5. If there aren't enough students to form a bilingual class, parents can opt for another school in the District or stay in the ESL program of our school. If parents opt for a bilingual program in the native language of the student, the ESL Team along with the Parent Coordinator, Tiffany Mathews, will inform the parents of a school where such a program exists. For the past few years the trend for program selection has been that the majority of our parents have opted for English as a Second Language.

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.

Paste response to question here:

Every spring, ELLs are mandated to take the NYSESLAT in order to assess their proficiency levels. Students remain entitled until they test out by scoring at the appropriate level on a spring administration of the NYSESLAT. Additionally, the ELL Team: Dimitra Galatsanos, Jeanne Costa and Dan Billanes, use the RLER and previous NYSESLAT results to determine ELL eligibility. Furthermore, we also utilize the RYOS and RSPE to ensure years of service and testing modifications for Special Education ELL students. The NYSESLAT consists of four different strands that need to be tested by all eligible ELLs. The ELL Team, Dimitra Galatsanos, Nora Shabani, Jeanne Costa and Dan Billanes, follow all procedures and dates in accordance with the NYSESLAT directions for administering each strand of 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. 

Paste response to question here:

Trends have been monitored according to the Parent Survey and Program Selection forms. According to the Parent Survey and Program Selection form the tally is as follows: 123 Freestanding English as a Second Language, 9 Dual language and 2 Transitional Bilingual Education. Our Freestanding English as a Second Language program is aligned with the trends evident in the Parent Survey and Program Selection form. The ESL team reviews trends of the parent choices in order to develop strategies necessary in assisting ELLs to achieve their academic goals. ESL teachers at P.S. 220 also utilize this data to further enhance learning by articulating and collaborating with mainstream teachers to create language and comprehension goals for the students. Furthermore, ESL teachers host strategic Professional Development for the staff where they share findings concluded from the LAB-R and Spanish LAB-R and strategies that will equip them in enhancing their instruction.

Part 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])?

Paste response to questions here:

P.S. 220 offers a Freestanding English as a Second Language (ESL) program to students who are identified as ELLs. Our ESL program provides instruction in English with native language support to acquire the English language. We follow heterogeneous Push-In and Pull-Out models. During Push-In, the ESL teachers work with ELLs during content instruction in collaboration with mainstream classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. With our Pull-Out model, ESL teachers pull out ELLs of different proficiency levels from the same grade but from various classes for English acquisition focused instruction. Within our program the main focus is to collaborate with general education teachers to ensure curricular alignment. Furthermore, our school also has created Literacy Blocks where the ESL teacher and general education teachers parallel teach to scaffold content areas in order to support second language acquisition.

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)?

Paste response to questions here:

Our 4 certified ESL teachers provide the mandated number of instructional minutes according to proficiency levels. Our Beginner and Intermediate students receive 360 minutes of ESL instruction per week, while our Advanced ELLs receive 180 minutes of ESL instruction per week according to regulation CR Part 154. ELL program cards are collected and monitored by the school administration to insure that students receive their mandated minutes. School administrators monitor the ELL instructional support orderly. During this time, student data and goals are revisited. All Advanced ELLs receive their ELA minutes in their classrooms during the Reading and Writing Workshop.

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.

Paste response to question here:

In the Freestanding English as a Second Language program the ESL teachers align their instruction according to content units of study. Our units are aligned to the Common Core Learning Standards. The ESL teachers employ scaffolding strategies found in Walqui's Model to enrich language development in Science, Social Studies, Math and Language Arts. The ESL Team utilizes Benchmark Education English Explorers materials which include audio CDs and leveled books which encompasses sentence structures, language development, reading strategies, content vocabulary, high frequency words, fluency and text and graphic features for Science and Social Studies content. For Language Arts, we align our instruction with the Teachers College Reading and Writing Project and incorporate the Scholastic Reading Skills Leveled Kits. The Scholastic Reading Skills Leveled Kits enables students of varied proficiency levels to increase their reading and writing skills and strategies. The kits provide high interest topics that are aligned with content area curriculum. They focus on topics in Social Studies, Science, Mathematics, Technology, Sports, Arts and Entertainment. To develop ELLs' Math skills, we construct our lessons by bringing the language of Math that our ELLs encounter during their Go Math lessons. Additionally, our ESL teachers model the required tasks across content areas by using scaffolds such as graphic organizers and Total Physical Response (TPR). We bridge new concepts by tapping into students' prior knowledge. We contextualize new concepts and language by using realia, manipulatives, graphic representation, and verbal analogies familiar to students. Teachers use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation we assist students in recreating concepts and language from one genre into another. We ensure that our ELLs apply metacognitive strategies by using self monitoring checklists, student assessment charts and rubrics. The aforementioned above scaffolds are part of the school's core belief of providing multiple entry points for English Language Learners.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

The current program in place at P.S. 220 is the Freestanding English as a Second Language model. Currently, we evaluate Spanish

Speaking ELLs in their native language by using the Spanish LAB-R to determine language dominance for instructional planning in providing ESL services.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

Early in the school year, new admits are tested using the LAB-R assessment to determine eligibility into the program and level of English language proficiency. In the spring, ELLs are given the NYSESLAT exam in order to measure growth in English language proficiency. Each test evaluates all four modalities: speaking, listening, reading and writing. In the fall and then in the spring of the school year, ELL Periodic Assessments are given in order to measure student progress and to predict performance on the NYSESLAT. Also, throughout the year, ELLs engage in a variety of formative and summative assessments. For example, Acuity Predictive Assessments to predict performance levels for ELA, math and science NYS tests. Additionally, TCRWP assessments, such as, running records are regularly used to assess fluency, accuracy and comprehension in reading; and the employment of reading and writing rubrics for assessment in both literature and content subject areas. Also, teachers assess students for letter/sound recognition, knowledge of high frequency words, spelling inventories and vocabulary. Furthermore, using Danielson's framework, teachers assess ELLs abilities in speaking and listening through the use of open-ended questioning and discussion techniques. Teachers design assessments that coincide with lessons and tasks delivered during instruction and assess student work in an ongoing basis throughout the 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).

Paste response to questions here:

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

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

P.S. 220 ELL newcomers are tested with the LAB-R for placement and are given the mandated services based on CR Part 154. ESL teachers sensitively help newcomers acclimate to the school environment by giving a tour of the school and assigning a buddy to the child. ESL teachers and school coaches also check-in with newcomers to ensure that they are feeling welcomed and are at ease. Instruction is content based and within the lessons phonetics and phonemic awareness is embedded to enhance intonation, fluency and Tier III vocabulary. Additionally, students receive support through technological resources such as Leapfrog, Ipad and online educational programs. Furthermore, this year our classrooms have been equipped with laptops, Ipad and mimios so that our students have access to programs that accomidate different learning styles. Because NCLB requires ELA testing for ELLs after one year, in preparation, newcomers receive differentiated instruction at grade level along with test taking strategies.

For our Long-Term ELLs to achieve English Proficiency, the ESL teachers have created an Inquiry Team where the progress of these ELLs is closely monitored. To promote academic success, ESL teachers develop strategies that will be implemented within the classroom to support the needs of the Long- Term ELLs. Additionally, through collaboration the ESL teachers are able to share these strategies with the mainstream teachers where they can incorporate them within their lessons to further assist Long-Term ELLs.

Furthermore, these ELLs are also invited to attend the Extend Day Program and the afterschool Title III program.

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

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?

Paste response to question here:

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

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?

Paste response to question here:

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

Courses Taught in Languages Other than English 

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

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

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

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

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

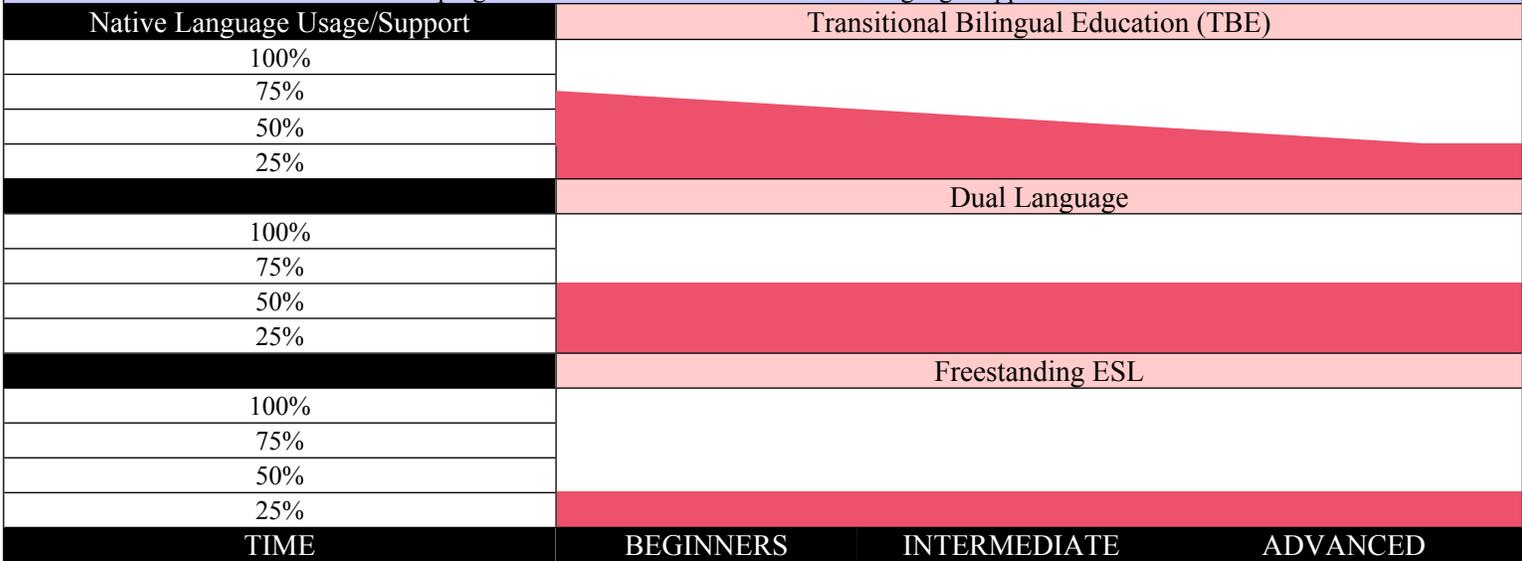
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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.

Paste response to question here:

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

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

Paste response to question here:

Our program is designed to give our ELLs access to the curriculum, of which employs high levels of rigor, which in turn supports high levels of achievement. Instruction is aligned with the Common Core Learning Standards. Coherent instruction is uniformly delivered so that while ELLs are developing cognitively in knowledge of content areas they acquire the target language. ELLs are instructed in all units of study and engaged in meaningful tasks that lead students to effective outcomes. ELLs participate in discussions and are exposed to high order questioning. This encourages the students to initiate discussion and questioning among themselves and their classmates. Students learn to research topics, write persuasive essays, write informational texts as well as produce narrative writing. Students read and write in content areas while developing English language skills for communication in these areas. ELLs are taught using current ESL methodologies and teaching techniques. Scaffolds are applied appropriately according to proficiency levels and other needs of students, such as, schema building and metacognition, front loading vocabulary, deconstruct/reconstruct sentences, clarifying semantic and syntactical constructions and illuminating cultural references and figurative language that occur throughout a vast and diversified array of texts that ELLs encounter on a daily basis.

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

Paste response to question here:

This school year, we have implemented the Common Core Learning Standards across all content areas. Implementation of the Universal Design Plan enables teachers to address needs for all students. It incorporates teacher effectiveness and rigorous tasks. We also incorporate Danielson's Framework for Teaching which promotes high quality teaching through complex activities in the following domains: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities. It allows for a reflection of the complexity of teaching. This is beneficial not only to our ELLs but to the whole school population. Furthermore, RTI is in place as an instructional model in our school that aims at prevention and early intervention through a tiered system of instructional support. RTI gives all ELLs access to rigorous culturally responsive instruction.

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

Paste response to question here:

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

are always welcome to come in and so we can provide them with new strategies found in our ESL Toolbox in order to support their current and former ELLs.

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

Paste response to question here:

All students at P.S. 220 are afforded equal access to all school programs. Throughout the school day our ELLs participate in a variety of curricular and extracurricular activities. ELLs attend Art, Gym, Theater, Technology and Music. Additionally, they are invited to all school assemblies, school trips, and participate in all school wide festivities, such as the Holiday Show, Math Games, International Festival, Field Day and Literacy Launch. Our school also offers after school and supplemental services to all students of P.S. 220 as well as our Title III After School Program. Our ELLs are invited to attend the Extended Day Services which target students who need extra support in all subject areas. Additionally, all students are invited to attend the after school Y, all holiday celebrations such as the Halloween Party and Winter holiday party.

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

Paste response to question here:

Teachers create lessons that facilitate the academic intervention needs of the students and teach them strategies which will allow them to overcome academic problems. The ESL Team focuses on language in Math word problems, offers picture support, text modification, chunking information, sequencing events, deconstructing and reconstructing sentences, content specific vocabulary, graphic organizers and maps for Science and Social Studies content areas. All students at P.S. 220 are actively engaged in the use of technology throughout the day. Our ELLs have the opportunity to utilize laptops and I pads found in their classrooms and in our ESL classroom to differentiate their learning. Teachers use visual aids on the computer to help students gain an understanding of concepts being taught throughout the curriculum. The Smart Board located in our technology lab, allows ELLs to interact not only visually but kinesthetically. In our Freestanding English as a Second Language program the ESL teachers align their instruction according to content units of study. The ESL teachers employ scaffolding strategies found in Walqui's Model to enrich language development in Science, Social Studies, Math and Language Arts. The ESL Team utilizes Benchmark Education English Explorers materials which include audio CDs and leveled books which encompasses sentence structures, language development, reading strategies, content vocabulary, high frequency words, fluency and text and graphic features for Science and Social Studies content. For Language Arts, we align our instruction with the Teachers College Reading and Writing Project and incorporate the Scholastic Reading Skills Leveled Kits. The Scholastic Reading Skills Leveled Kits enables students of varied proficiency levels to increase their reading and writing skills and strategies. The kits provide high interest topics that are aligned with content area curriculum. They focus on topics in Social Studies, Science, Mathematics, Technology, Sports, Arts and Entertainment. To develop ELLs' Math skills, we construct our lessons by bringing the language of Math that our ELLs encounter during their Everyday Math lessons. Additionally, our ESL teachers model the required tasks across content areas by using preparing to learn scaffolds such as graphic organizers and Total Physical Response (TPR). We bridge new concepts by tapping into students' prior knowledge. We contextualize new concepts and language by using realia, manipulatives, graphic representation, and verbal analogies familiar to students. Teachers use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation we assist students in recreating concepts and language from one genre into another. We ensure that our ELLs apply metacognitive strategies by using self monitoring checklists, student assessment charts and rubrics. The aforementioned scaffolds are part of the school's core belief of providing multiple entry points for English Language Learners.

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

Paste response to question here:

We encourage to identify similarities and differences between their two languages and apply them to learning to read and write in English across the curriculum. For example, identifying cognates and creating a word wall. Students have access to bilingual books, bilingual dictionaries and bilingual translators to support native language. Within the ESL and mainstream classrooms, we encourage the Buddy System where we pair fluent or Proficient English speakers with Newcomers/Beginners who share the same home language. This allows for Newcomers/Beginners to transition smoothly into our school community while acquiring the English language. Additionally, we accommodate our ELLs by providing State Tests that are translated in their native language and if that is not accessible translators are provided. Furthermore, we have bilingual paraprofessionals in our school who can assist students, teachers and other staff members with translations when necessary. Our students' culture and cultural experiences are a vital component when we are creating our lessons. Additional materials used to support ELLs are realia, visual aids (charts, word walls, pictures, big books), educational games, math manipulatives, Benchmark Nonfiction text and Mentor text outlined in

the monthly Teachers College Reading and Writing Curriculum for each grade.

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

Paste response to question here:

Based on informal and formal assessment data such as state exams, NYSESLAT, LAB-R and Spanish LAB-R scores and students' work, ELLs who require extra support are mandated to stay after school for 37 and ½ minutes. Collaboration among the ESL teachers and the mainstream teachers takes place in order to provide ELLs with the strategies needed to excel. Additionally, we offer our ELLs the Title III program in order to facilitate them in achieving their academic goals. This program is offered to Beginner/Intermediate and Advanced ELLs in 1st – 5th grades. During small group instruction, ESL teachers have the opportunity to execute differentiated lessons for students who are newcomers, regressed or stalled. ELLs have the opportunity to utilize their multiple intelligences through teacher created centers in order to help them achieve their goals and enhance language development. Instruction is conducted by certified teachers and is aligned with content areas, ELA, Math, Science and Social Studies. To engage our ELLs, P.S. 220 has invested money in purchasing instructional materials to support all academic needs. All content area instruction is aligned to the Common Core Learning Standards. All grade curriculum maps are utilized in planning and executing instruction geared for our ELL learners.

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.

Paste response to question here:

P.S. 220 is a multicultural school which allows our newcomers to quickly adjust to their new learning environment and country. We have about 30 different cultures and languages represented in our school. This helps facilitate the transition a new student must overcome when entering our school. This diversity serves as a tool to enable our ELLs to adapt easily to their new learning environment. A buddy system to pair a newcomer with a native student who shares the same home language. In addition, each newcomer is taken on a tour of the school by an ESL teacher to identify all important locations eg. bathroom, lunch room, auditorium, etc. Furthermore, the ESL teachers host a Parent Orientation which introduces the program options offered by the NYC Department of Education, where parents receive instructional information and are given the opportunity to ask questions. With the Title III allocation, a newcomers group is organized to help assimilate new ELLs into the English language community.

18. What language electives are offered to ELLs?

Paste response to question here:

We currently do not offer any 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)?

Paste response to questions here:

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.

Paste response to questions here:

1. The ESL team attends and participates in periodic school based and city wide professional development as offered by Universities, The Office of English Language Learners and TESOL. The ELL team is attending the nonfiction reading and writing workshops scaffolding for success.

2. At P.S. 220, our Principal, Josette Pizarro, Assistant Principals, Hope Monnes and Heather Lorenz, Data Specialist/Math Coach, Suzanne Valenzuela, ESL teachers, Lower and Upper grade teachers attend Teachers College Professional Development. A schedule has been provided to administration and teachers from the beginning of the school year. During their Professional Development, the teachers are introduced to strategies for enhancing personal and persuasive essays, skill development in nonfiction reading, patterned writing and reading, small group reading instructions, symbolism, metaphor, and deeper meaning when reading and writing fantasy. Teacher's College Professional Development starts from September and ends in June. It is held twice a month. Our Math Coach, Suzann Valenzuela, attends Math Workshops and Data/Inquiry Meetings throughout the year. Also, our Principal, Josette Pizarro, attends Network Meetings throughout the year. In addition, our Assistant Principals, Hope Monnes and Heather Lorenz, along with our Math Coach, Suzann Valenzuela attend the APs & Leadership workshops throughout the school year. The ESL team attends and participates in periodic school based and city wide professional development as offered by Universities, The Office of English Language Learners and TESOL. Lana Rozenberg, our Related Service Provider, attends Compliance meetings throughout our school year. Ms. Tiffany Mathews, the Parent Coordinator attends Parent Coordinator District 28 meetings and attends the ELL Parent Conference offered through the Office of English Language Learners. Our Guidance Counsler, Christina Dimitropoulos, attended the Mandated Reporter workshop and will be attending the SEMS and Respect for All workshops. Jennifer Soslowsky, RTI Specialist, along with Hope Monnes, Assistant Principal and Nora Shabani, ESL teacher, attend Implementing RTI/ELL professional development. Current research and practices introduced during these meetings will then be turn-keyed as professional development to our entire staff which is then implemented throughout the school.

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

4. As per Jose P. mandated 7.5 hours and 10 hours for special education teachers, all staff attend ELL professional development. Records of these meetings are maintained through sign-in sheets and agendas provided at the meetings.

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?

Paste response to questions here:

1. The goal of P.S. 220 is not only to accommodate the students but the families as well. We have an active PA which meets regularly to discuss concerns within the school community, upcoming events and to organize student functions/fundraisers.

Additionally, our school provides the PS 220 Monthly Newspaper which informs parents about upcoming events, units of study, testing calander and school notices. Parents are invited to attend our annual Holiday show, the International Festival, the Title III End of Year Celebration, Career Day and our educational school trips as well as volunteer their time to assist with these activities.

2. Parents are invited to Meet The Teacher and Curriculum Night, where they have the opportunity to meet their child's teacher/s, learn about the curriculum and expectations per grade level. We also have staff members on-site to assist with translations for our ELL parents. The ELL parents also partake in a Parent Orientation hosted by the ESL team where they receive information in their native language about the different English learning programs offered by New York City for their child. Our Parent Coordinator, Tiffany Mathews, keeps all parents informed about upcoming events and activities. This ensures that all parents feel included in our school community.

3. In the beginning of the school year parents are given a needs assessment survey which helps the school personnel identify the needs and take the proper action. In addition, data is collected from the HLIS, that parents fill out during registration, to identify and attend to their language needs.

4. Our parental involvement activities help our parents acclamate within our school community. Parents are given the opportunity to understand our school system and the curriculum our students follow in order for their children to succeed. In house translation services allow them to communicate with all school staff and assit them with filling out forms that are intended for our school and/or personal reasons. Furthermore, school celebrations foster inclusion in a diverse community.

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: 220**School DBN: 28Q220**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Josette Pizarro	Principal		11/15/13
Hope Monnes, Heather Lorenz	Assistant Principal		11/15/13
Tiffany Mathews	Parent Coordinator		11/15/13
Dimitra Galatsanos	ESL Teacher		11/15/13
	Parent		11/15/13
Nora Shabani, ESL	Teacher/Subject Area		11/15/13
Jeanne Costa, ESL	Teacher/Subject Area		11/15/13
Suzann Valenzuela	Coach		11/15/13
	Coach		11/15/13
Christina Dimitropoulos	Guidance Counselor		11/15/13
Pierre Galvez	Network Leader		11/15/13
Lana Rozenberg	Other <u>Related Services</u>		11/15/13
Jeniffer Saslowsky	Other <u>RTI</u>		11/15/13
Ninane Boscia	Other <u>Speech</u>		11/15/13
Christina Swantak	Other <u>5th Grade Teacher</u>		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q220 School Name: Edward Mandel

Cluster: 2 Network: 209

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

Part A: Needs Assessment Findings

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

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

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

As a result of this data, it became evident that of the nine languages spoken by the children and families of PS 220, Russian is the most dominant language. In addition there is a need for Spanish translations. The major correspondences will therefore be sent home in English, Russian, and Spanish. Correspondences will be sent home with notation reminding parents that translations are available upon request. Parents have asked for verbal translations as a preference. For this reason translators are available to assist parents.

Part B: Strategies and Activities

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

Significant documents that are not already translated by the Department of Education will be translated in an effort to increase parental involvement and understanding of PS 220's expectations, curriculum and goals. One major document used for this purpose is the school Parent Handbook. Other documents translated may include, but are not limited to, memos and letters written to parents regarding workshops and events. Especially when targeting Title III families. Translation will be provided by using the DOE Translation Unit as well as Paraprofessionals. The vision is for all families to have the opportunity to receive information in their preferred language. This will help parents feel more informed of school policies and events, with the ultimate goal of improving parental involvement.

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

Oral interpretation services will be used to assist with translation during parent teacher conferences upon request, Parent Association meetings and Parent Coordinator meetings and workshops. For parent teacher conferences, appointments are scheduled so that translations and interpretation services are available to assist parents and teachers when communicating the needs of the child. This provides families with a clear understanding of school policies, curriculum, and expectations. Our goal is that the oral interpretation services be provided to families allowing them to participate in all school meetings, activities and functions to the fullest extent. We are fortunate to have several staff member, including teachers, paraprofessionals, and school aides, with the ability to speak in languages needed for translations. These languages include: Russian, Spanish, Greek, Albanian Punjabi , Hindi/Urdu, and Chinese. These individuals are able to translate upon request.

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

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