



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**DBN: (i.e. 01M001):** 28Q220  
**School Name:** P.S. 220Q THE EDWARD MANDEL SCHOOL  
**Principal:** JOSETTE PIZARRO

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 28Q220  
School Type: Elementary Grades Served: Pre K – 5  
School Address: 62-10 108 Street, Forest Hills, NY 11375  
Phone Number: 718 592-3030 Fax: 718 271-7642  
School Contact Person: Josette Pizarro Email Address: [JPizarr@schools.nyc.gov](mailto:JPizarr@schools.nyc.gov)  
Principal: Josette Pizarro  
UFT Chapter Leader: Richard Gross  
Parents' Association President: Raul Landeo  
SLT Chairperson: Josette Pizarro/Raul Landeo  
Student Representative(s): N/A

**District Information**

District: 28 Superintendent: Mabel Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd, Jamaica, NY 11435  
Superintendent's Email Address: [msarduy@schools.nyc.gov](mailto:msarduy@schools.nyc.gov)  
Phone Number: 718 557-2618 Fax: 718 557-2623

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 209 Network Leader: Marlene Wilks

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Josette Pizarro	*Principal or Designee	
Richard Gross	*UFT Chapter Leader or Designee	
Raul Landeo	*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	
Anna Gambino	Member/ Teacher	
Michael Savino	Member/ Teacher	
Maria Brusca	Member/ Teacher	
Laura Reyes	Member/ Parent	
Sanjeev Thapar	Member/ Parent	
Jeanny Nunez	Member/ Parent	
Laxmi Mamidela	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                 </li> </ul>	

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school consists of seven hundred and seventeen students, which includes three hundred and forty-seven female and three hundred and seventy male. 94.56% (six hundred and seventy eight) of these students are in a General Education Setting. 3.63% (twenty six) are in a least restrictive environment and 1.81% (thirteen) is in the most restrictive environment. On each grade level, Kindergarten through Fifth Grade there is one Integrated Co-Teaching (ICT) class. At PS 220, 17.85% (one hundred and twenty eight) are English Language Learners. There are thirty-two languages with the three biggest subgroups being English (44%), Russian (15%) and Spanish (11%). White (36.54%), Asian (29.57%), and Hispanic (24.13%) are the three largest ethnic subgroups. 21% (one hundred and fifty one) students are in a Gifted and Talented Class ranging from Kindergarten up to Fifth Grade.

PS 220's Mission Statement is "Today's Learner is Tomorrow's Leader". School is preparation not only for a career, but also for many facets of citizenship. Therefore, it is our obligation to ensure that our students are prepared to be productive citizens and tomorrow's leaders. This vision is incorporated through all the collaborative work, professional learning and ongoing initiatives we embrace at PS 220.

At PS 220 we take pride in our school initiatives and that 100% of our school community is engaged in Teacher Teams in order to provide opportunities for teachers to participate in professional growth and share best practices. These teams include grade-wide and school-wide collaborations. Inquiry Teams are established where teachers analyze student data leading to increased teacher practice and student performance. Book Club Teams are in place, which are based on interest in order to grow and develop professionally. Specific Teacher Teams have also been developed to support and encourage professional growth. These teams include a Math Cohort (Kindergarten to Grade Two), Danielson Cohort, and a Learning Target Team. Inter-visitations are set up amongst teachers, where they visit other classrooms in order to share best practices and reflect and grow on their own teaching practices. This is an opportunity to increase application of effective teaching strategies. In addition to Teacher Teams we have numerous partnerships that foster preparedness to support their children's academic and personal growth. Some parent workshops include bi-weekly English as a Second Language classes and monthly grade-level informational workshops. Costco tutoring is another partnership that we have developed at PS 220 for the past three years that helps students grow academically.

### **School strengths:**

Teacher Teams and the use of The Data Wise Improvement Process by Kathryn Parker Boudett, Elizabeth City and Richard Murnane, includes the cycle of Inquiry and action by organizing for collaborative work, building assessment in literacy, creating an overview of data, digging into student data, examining instructional practices, developing an action plan assess progress and then again repeat the cycle.

Our teacher teams and collaborative partnerships permit our staff to understand our students' needs and make adjustments to our instruction to ensure that all students are able to meet individual goals set for the year. As a result of these practices we had a 2% increase in English Language Arts and 8% increase in Mathematics.

With the support of classroom and out of classroom personnel P.S. 220 is able to focus on the development of the whole child as it pertains to both academic and character development. Our social worker, guidance counselor, family worker, Occupational Therapist and speech providers work with at risk students and teachers to support the needs of our children. By providing professional development which includes, developing students' organizational skills, functional behavior and academic learning, teachers are able to implement strategies within the classroom that

strengthen students' needs and growth.

The arts are infused in our school community throughout the year. Cluster teachers work with all students in grades pre-kindergarten through Fifth Grade. The school is programmed so that children participate in music, visual art and theater with in our regular programming. In addition, our collaboration with outside partners such as Ballet Tech, Lincoln Center, Jazz for Young People and the school of Arts and Business helps to develop the whole child. In addition, we utilize cultural institutions such as the Queens Botanical Garden, The Metropolitan Museum of Art to help students build their schema.

**Accomplishment:** Technology , PBIS

Infusing technology in classes to support common core learning and making home school connections with families is a school-wide accomplishment. This has been achieved by providing all classrooms with laptops, iPads, Mimeo teach bar (interactive whiteboard), printers and document cameras. These technology tools have resulted in student engagement and higher level of teacher practices.

We are a self-initiated Positive Behavior Intervention System School. This has allowed us to develop a uniformed understanding of expectations for behavior across our school community. All teachers and staff members are trained on utilizing Positive Behavior Intervention System as a support for developing positive behaviors and expectations for collaboration, communication and learning.

**Challenges:** Parental Involvement, Rigorous Instruction

Creating a supportive environment for our parents has been central to our school mission. However, our challenge has been to engage parents to take more of an active role in their children's learning. As a result, we have translated core documents and fliers in various languages to ensure communication is accessible to all families. In addition, we have implemented various language classes for adults to support understanding of the educational community, neighborhood and city. Included in parental support are family outings allowing parents to visit museums, shows and other cultural events around the city along with their children.

Raising the level of our instruction will deepen student understanding impacting student performance. Professional development supporting questioning and discussion techniques, The Common Core Shifts, and Pillars of Instruction are addressed to support this challenge.

**Areas in which your school made the most growth during the previous year and the key areas of focus for this school year:**

We exhibited the most growth in Mathematics based on the 2013-2014 New York State Mathematics Assessment. There was an overall increase of 8% proficiency on the New York State Math Assessment from the 2012-2013 to 2013-2014 school years. More specifically, there was an increase of 11.8% proficiency on Grade Four on the 2013-2014 New York State Math Assessment when compared to the 2012-2013 New York State Math Assessment.

Data reveals that Literacy is our area of focus for the 2014-2015 school year. 34% of our students are proficient based on the 2013-2014 New York State English Language Arts Assessment. Our Teachers College Running Records indicate that 56.8% of students in Grades One through Five are reading on or above grade level as of September of 2014.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### Needs Assessment

According to the Quality Review, we scored proficient on 1.2: Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson’s Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. We also scored proficient on 3.4: Establishing a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve these expectations. Our overall New York State English Language Arts Assessment data is as follows: 35% proficient in Grade Three, 38% proficient in Grade Four, and 28% proficient in Grade Five. Our overall New York State Mathematics Assessment data is as follows: 43% proficient in Grade Three, 53% proficient in Grade Four and 40% proficient in Grade Five.

#### Strengths:

- Inquiry teams in place across grades and school wide
- Daily common planning time
- Sharing of best practices focusing on the quality of student discussion
- Professional learning around the Common Core Shifts in ELA and Math
- Professional book clubs
- Danielson Cohort Team
- Math Cohort Team
- Vertical planning
- Professional Development around Questioning and Discussion Techniques

#### Needs:

- Raise the rigor/quality of collaborative discussions
- Engaging lessons
- Task-orientated lessons
- Using teacher and student created rubrics and checklist to set clear expectations
- Evidence of student to student feedback
- Incorporating purposeful questioning within our lessons

The priority need is to develop metacognition including curiosity, open-mindedness, and persistence and as a result students will question, engage in collaborative discussion and use self-monitoring to support their thinking.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Across a vast majority of classrooms, by June 2015, there will be an improvement in teacher pedagogy that support the school’s instructional focus of metacognition as measured by components 1e- Designing Coherent Instruction and 3b- Using Questioning and Discussion Techniques of the Danielson Framework

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Activities/Strategies:</p> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Weekly Professional Time allocated after school weekly</li> <li>• Professional development:               <ul style="list-style-type: none"> <li>-Common Core Shifts</li> <li>-Danielson Framework</li> <li>-Questioning and Discussion Techniques</li> </ul> </li> <li>• Network Meetings that include administration and lead teacher</li> <li>• English Language Learners Cohort for General Education Teachers</li> </ul> <p>Building School Capacity</p> <ul style="list-style-type: none"> <li>• Inquiry Time (weekly)</li> <li>• Inter-visitations will be scheduled</li> <li>• Common Prep Periods</li> <li>• Math Coach Planning Meetings</li> </ul> <p>Building Strong Environment:</p> <ul style="list-style-type: none"> <li>• Teachers create a monthly newsletter to support rigorous instruction by including information for parents such as Units of Study, Common Core Standards being addressed, and important events</li> <li>• Teachers present workshops to parents during Parent Communication time to inform parents of strategies to use with their children.</li> </ul>	<p>Administration Teachers Paraprofessionals</p>	<p>September through June</p>	<p>Administration Teachers Paraprofessionals</p>

<p>Strategies for Subgroups</p> <p>Teacher Planning</p> <ul style="list-style-type: none"> <li>• Scaffold questioning</li> <li>• ELL attend professional development on an ongoing basis</li> <li>• Articulation between service providers</li> <li>• Outside Professional Development for Special Education Teachers</li> <li>• Collaboration between ELL teacher and Teachers College Staff Developer</li> </ul>	<p>Teachers Paraprofessionals</p>	<p>September through June</p>	<p>Administrations Teachers Paraprofessionals</p>
<p>Activities that address the Capacity Framework element of Trust:</p> <p>Capacity Framework</p> <ul style="list-style-type: none"> <li>• Inter-visitations</li> <li>• The school’s vision, mission and school-wide focus was created in collaboration with the staff</li> <li>• Surveys are presented to elicit feedback in regard to future Professional Development and areas of strengths and weaknesses</li> </ul>	<p>Teachers Paraprofessionals</p>	<p>September through June</p>	<p>Administration Teachers</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>- Human Resources: Administrative Team, Lead Teachers, Math Coach, Teachers College Staff Developers, Substitutes to cover teachers to attend Workshops and Professional Development</li> <li>- Professional Texts: <u>What Great Teachers Do Differently</u> by Todd Whitaker <u>Pathways to the Common Core</u> by Lucy Calkins <u>Book of Questions</u> by David Allen and Tina Blythe <u>Think-Aloud Strategies for Improving Comprehension</u> by Jeffrey Wilhelm <u>Grand Conversations</u> by Ralph Peterson and Eeds <u>Embedded Formative Assessment</u> by Dylan William <u>The Struggling Reader: Interventions that Work</u> by J. David Cooper, David Chard, and Nancy D. Kiger</li> <li>- Time: Common planning periods, Inquiry Time, Professional Development Time,</li> <li>- Instructional Resources: Danielson Framework , Common Core Standards, Bloom’s Taxonomy, Depth of Knowledge</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February, we will review Measure of Teacher Practice ratings and feedback pertaining to components 1E Designing Coherent Instruction and 3B Using Questioning and Discussion Techniques of the Danielson Framework.

**Part 6b.** Complete in **February 2015.**

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our Quality Review dated 2011 and our previous Learning Environment Surveys, the data shows the need to create a more physically and emotionally secure environment. According to our School Quality Snapshot, 84% of teachers feel that order and discipline are maintained at the school. Improved student behavior will lead to improved academic engagement, thus increasing academic gains and student outcomes.

#### Strengths:

- Positive Behavior Interventions and Supports Matrix (PBIS Matrix):
  - includes specific behavior expectations is provided to families, posted in classrooms and posted throughout the building
  - is written in student friendly language
  - is created with the input of students and staff
- PBIS Rewards System
  - Children are aware of what the expectations are for earning Tiger Tickets and Tiger Tracks as well as the ladder of discipline when behaviors become disruptive.
  - Systems for rewarding and celebrating positive behavior include the distribution of Tiger Tickets and Tiger Tracks to students.
- Annual Kickoff
  - School wide review of existing school practices and expectations for behavior include a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success.
  - Participation in a yearly kickoff to ensure our entire school community including families are aware of the school-wide behavioral supports and expectations needed to for emotional, social and academic success (character learning targets).

#### Needs

- Shifting the language of the PBIS Matrix to ensure students can identify behaviors that support their habits of work and learning.
- Ensure the consistency of implementation of PBIS across the school to support students understanding of expectations as outlined on the PBIS Matrix.

The priority need is to update some of the language in our Matrix to ensure it is aligned to practices that support student emotional and academic success allowing children to reflect upon their own behaviors and determine next steps.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will continue to implement and refine the Positive Behavior Interventions and Supports (PBIS) School Wide Matrix to build self-esteem and develop student ownership for social, emotional, and academic behaviors as measured by students' well defined character learning targets.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Activities/Strategies Building Strong Environment <ul style="list-style-type: none"> <li>• School wide PBIS Kickoff</li> <li>• Display of large PBIS Matrix posters in hallways and communal locations</li> <li>• PBIS Matrix and behavior charts posted in classrooms</li> <li>• Mid-Year PBIS Refresher with Respect For All Assembly</li> <li>• PBIS Matrix is sent home to all P.S. 220 families</li> <li>• Tiger Tickets and Tiger Tracks are issued to individual students for displaying positive behaviors</li> <li>• Reward systems are in place for both individual students and classes.</li> </ul>	Staff Students  Students Students P.S. 220 Families  Students  Students	October October  Mid-Year September  September  Sept.-June Sept.-June	Administration PBIS Team  Administration/PBIS Team Classroom teachers/Administration/PBIS Team  PBIS Team  Teachers/Administration/All members of the school community
Strategies to increase parent involvement and engagement <ul style="list-style-type: none"> <li>• PBIS Matrix is sent home to all P.S. 220 families</li> </ul>	Entire School Community	September	School Community
Activities that address the Capacity Framework element of Trust <ul style="list-style-type: none"> <li>• PBIS Committee is comprised of administration, teachers, support staff and our parent coordinator</li> <li>• A ticket system that is focused on student choice for individual as well as classroom rewards</li> </ul>	Entire School Community  All classes	September to June  September to June	School Community  All students

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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Resources: Administrative Team, Staff, Students, PBIS Team (including Administration, Teachers, Guidance Counselor, Social Worker), Custodian, Cafeteria Personnel
  
- Instructional Resources: PBIS.org website, PBISWorld.com website

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
  - Monthly counts of Tiger Tracks are calculated.
  - During our assembly program in February, students are surveyed through verbal prompts and questions in regards to the school wide Positive Behavior Intervention System Matrix.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on previous data there is a need to monitor and revise instructional practices as well as support teacher teams which will directly impact student learning.

Strengths:

- Looking at student data
- Student performance is measured on an ongoing basis through the use of :  
Teachers College Running Records & student growth and performance  
Measure Of Student Learning

Needs:

- Utilize data from our benchmark assessments to assess student performance
- Review teacher effectiveness rubric
- Compare and analyze teacher effectiveness rubric with student performance
- Analyze student performance following inquiry cycles

The priority need is to ensure the development of structures for monitoring student performance along with a system for ensuring data is used as a measure of teacher’s effectiveness resulting in increased student performance as analyzed during ongoing Inquiry Cycles. This will be measured at the conclusion of Inquiry Cycles as well as during our benchmark periods.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teacher teams will utilize common planning and inquiry time to analyze student work to determine the impact of planning and implementation on student performance in order to make curricular, as well as, instructional adjustments as measured by quarterly benchmark data.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the*

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			<i>activity/strategy?</i>
<p>Activities/Strategies</p> <p>Inquiry Cycle</p> <ul style="list-style-type: none"> <li>Teachers will create Inquiry Cycles based on student performance and academic needs</li> <li>Teachers will engage in collaborative discussion to share noticings about student work and develop future action plans to support student outcomes</li> <li>Teachers will assess student performance at the conclusion of the Inquiry Cycle to identify trends, areas of growth and areas of support</li> <li>Established benchmark periods will be used to track student progress</li> </ul>	Teachers Students	September through June	Administration Teachers
<p>Activities that address the Capacity Framework element of Trust</p> <p>Capacity Framework</p> <ul style="list-style-type: none"> <li>Teachers will follow protocols when discussing student work and student progress with families</li> <li>Teachers will engage in collaborative planning sessions to support instruction</li> <li>Teachers will share out Best Practices as it relates to their Inquiry Work in order to build capacity across classes</li> </ul>	Teachers	September through June	Administration Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

-Human Resources: Data Specialist, Administrative Team, Teachers, Teachers College Staff Developer, Substitute Teachers

-Professional Texts: Book of Questions by David Allen and Tina Blythe  
Looking Together at Student Work by Tina Blythe, David Allen, and Barbara Schieffelin  
The Power of Protocols by Joseph P. McDonald, Nancy Mohr, Alan Dichter, and Elizabeth C. McDonald  
Data Wise by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane

-Administ

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**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In January, we will review benchmark data in all content areas (Reading, Math, Science, Social Studies). In February, a Math Periodic Assessment will be administered to students in grades 3, 4 & 5. A Mid-reflection of Inquiry and a share-out session will occur in February based on Inquiry work from September 2014 to February 2015.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	Yes	No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our Spring 2014 New York State English Language Assessment scores showed 34% of students meeting State Standards and our Spring 2014 New York State Math Scores showed 45% of students meeting State Standards. According to this data teacher pedagogy is an area that indicates a need for deepening instruction so lessons contain multiple entry points for all learners that can challenge, elicit higher –order thinking skills and deepen questioning and discussion among students.

#### Strengths

- Inquiry teams in place across grades and school-wide
- Daily common planning time
- Vertical Planning
- Use of protocols when looking at student work and engaging in professional discussions
- Collaborative Planning

#### Needs

- Ongoing monitoring of student performance throughout the year
- Adjust plans based on student performance data
- Differentiate instruction to close gaps

The priority need is to increase student performance. This can be accomplished through the analysis of data during ongoing Inquiry cycles and the development of structures for monitoring student performance.

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all P.S. 220 staff members will utilize the Inquiry Cycle to monitor student performance resulting in an increased number of students showing growth in performance as evident in common assessments on selected standards.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Activities/Strategies</b> Systems for Improvement <ul style="list-style-type: none"> <li>• Common Planning Periods</li> <li>• Grade Level Inquiry Teams</li> <li>• Vertical Inquiry Teams</li> <li>• Planning with Teachers’ College Staff Developer</li> <li>• Professional Development Workshops</li> <li>• Professional Book Clubs</li> </ul>	Teachers Administration Paraprofessionals	September through June	Administration Teachers
<b>Strategies for Subgroups</b> Professional Planning <ul style="list-style-type: none"> <li>• English Language Learner Teacher Planning sessions with Teachers’ College Staff Developer to reflect upon student work</li> </ul>	English Language Teachers of English Language Learners Teachers Students	September through June	Administration Teachers of English Language Learners Teachers
<b>Activities that address the Capacity Framework element of Trust</b> -Establishing teams of Data Facilitators that meet with Administration to review benchmark data -Establishing teams of Inquiry Facilitators that meet with Administration to review trends found during the course of the Data Wise Improvement Process -Establishing teams of Grade Facilitators that meet with Administration to gather and turnkey information about new practices to the staff -Danielson Cohort Workshops which will be turn-keyed to staff	Teachers Administration	September through June	Administration Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources-: Teachers, Administrative Team, , Data Specialist, Grade Data Specialists, Grade Inquiry Facilitators, Inquiry Teams, Cabinet Team

Data Housing: OneDrive, Assessment Pro

Professional Books: Data Wise by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane

Looking Together at Student Work by Tina Blythe, David Allen, and Barbara Schieffelin  
The Power of Protocols by Joseph P. McDonald, Nancy Mohr, Alan Dichter, and Elizabeth C.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In January, we will review the Benchmark data to determine which students have shown progress as measured by in house assessments such as Teachers College Running Records and Go Math end of unit assessments. We will also send a survey to all staff members to determine future professional development as it relates to their pedagogue.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In our 2011 Quality Review, we received a proficient rating in 3.4 Establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

According to our Survey results from 2013-2014 when parents are asked how many times they communicate with school staff about their child’s academic progress, parents responded one to two times 30% and three to four times 40%. Only 26% of our parent community stated that they communicate five or more times with school staff about their child’s academic progress.

In addition, when surveyed about the amount of times parents have been invited to an event at our school (workshops, performances, programs) 21% of parents responded that they have been invited to the school one to two times per year, 39% stated they were invited three to four times a year and 36% were invited five or more times a year.

#### Strengths:

- Monthly Newsletters are sent home informing parents of events, programs, assembly programs
- School Messenger
- Translators during parent meetings are available
- Cultural events

#### Needs:

- More parent workshops on a variety of topics
- There is a need for translating documents that are sent home
- Incorporating parent workshops for adult learners that focus on English language instruction.
- Introducing families that are considered ELL adult learners to community venues such as museums

#### Priority Need:

The priority need is to increase and foster partnerships with families by increasing the percentage of parents that attend school-wide and classroom events . This will be measured by the attendance rating for the above mentioned as well as our 2014-2015 Parent Survey.

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-

bound.

By June 2015, in collaboration with administration, staff and parent coordinator, we will develop and foster partnerships with families in order to increase family engagement that deepen student academic and personal growth as measured by attendance at school-wide events, workshops and family outings

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Activities/Strategies</p> <p>Parent Communication</p> <ul style="list-style-type: none"> <li>• Time has been allocated every week for parent communication</li> <li>• Parents are invited into classrooms for unit celebrations and festivities</li> </ul>	<p>Parents</p>	<p>September through June</p>	<p>Administration Teachers</p>
<p>Strategies for Subgroups</p> <p>Supporting Environment</p> <ul style="list-style-type: none"> <li>• Translated letters are sent home to families informing them of class and school wide events</li> <li>• Parent workshops take place two times a week for adult learners that focus on English language instruction</li> </ul>	<p>Parents</p>	<p>September through June</p>	<p>Administration Parent Coordinator</p>
<p>Activities that address the Capacity Framework element of Trust</p> <p>Capacity Framework</p> <ul style="list-style-type: none"> <li>• All parents receive a document at the beginning of the school year that states our vision statement, mission statement, school mantra and PBIS Matrix that defines the P.S. 220 School Community.</li> <li>• Parents receive a monthly newsletter that highlights Units of Study and other grade/school wide happenings.</li> <li>• Our School Leadership Team is comprised of parents who represent the parents and families within the school community. These members communicate with members of our school community and administration on an ongoing basis.</li> </ul>	<p>Parents</p>	<p>September through June</p>	<p>Administration Parent Coordinator Teachers</p>

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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Resources: Parent Coordinator, Pedagogical Staff, Translators, Administration, Parents and family members
- Communication systems: School Messenger, school website

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In January, we will review parent attendance at school-wide events and classroom events. We will survey parents and obtain feedback that will assess the amount of times they have been invited to school and class events. We will also track the number of times parents have been invited to discuss student learning.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	-State test results -In house data such as unit assessments and classwork	-Teachers' College Reading and Writing Project: strategy groups, shared/interactive reading and writing, guided reading, Words Their Way -Mind Play	Small groups Push in/pull out Groups are flexible and change as needed	During the school day
<b>Mathematics</b>	-State test results -In house data such as unit assessments and classwork	-Basic Skills/Fundamentals -Support Math Program -Mathletics	Small groups Push in/pull out Groups are flexible and change as needed	During the school day
<b>Science</b>	-In house data such as unit assessments and classwork	-Re-teaching activities, vocabulary development	Small group instruction Groups are flexible and change as needed	During the school day
<b>Social Studies</b>	-In house data such as unit assessments and classwork	-Lower level text that supports instructional outcomes, repeated reading	Small group instruction Groups are flexible and change as needed	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Pupil Personnel Committee Meetings  Teacher recommendations and observations	Guidance Kindergarten – one student Grade One – two students Grade Two– three students Grade Three – one student Grade Four – one student Grade Five – one student	Small group instruction Groups are flexible and change as needed	During the school day

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

x	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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.

- New teacher meetings
- Partnerships with Colleges
- Peer Mentoring Program
- Math Coach to support practices
- Teachers College Staff Development

**2b. 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
- Teachers’ College Professional Development within the school community and at Teachers’ College
- English Language Learner Workshops for General Education Teachers
- Weekly Professional Development on various topics
- Vertical Team Meetings which include one representative from each grade and/or various out of classroom service providers
- Book Study

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

For students attending Pre-K at our school parents engage in workshops to support students’ academic and social growth. Families receive a newsletter that includes the curriculum and expectations for learning for all students in Kindergarten through Grade Five. In addition, each year we hold a parent orientation to help parents within the greater community to understand the curriculum, practices and vision of our school. The orientations are held in January prior to Kindergarten pre-registration and again in June for parents who have accepted a seat at our school.

**4b. 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.

Teacher teams such as the Professional Development Committee, MOSL committee and literacy committee help provide feedback to our core cabinet team regarding the professional development needs of our staff. In addition, staff members take a professional development survey which is used to develop school-wide as well as differentiated professional development aligned to staff needs. Our multiple assessment measures are shared with the MOSL committee who then collaborates with staff members assigned to their specific grades. The information is then brought back to our core MOSL team where they are discussed and shared creating a plan that supports student growth.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$285,055.		
Title I School Improvement 1003(a)	Federal	n/a		

Title I Priority and Focus School Improvement Funds	Federal	n/a		
Title II, Part A	Federal	\$40,522.		
Title III, Part A	Federal	\$14,522.		
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	\$3,283.031		

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **P. S. 220Q** 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 the school and the families. The 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 the school community. **P. S. 220Q** will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC) Template

**P.S. 220**, 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 as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 104
Grades to be served by this program (check all that apply):

**Part B: Direct Instruction Supplemental Program Information**

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

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

To formulate our program we have collected and analyzed data from the AMAOs, NYSITELL, NYSESLAT, ELA and Math exams as well as TCRWP and ARIS. Based upon this data we selected ELL students ranging from grades one through five including beginner, intermediate and advanced levels. The rationale for this selection supports ELL students as they continue to progress through the proficiency levels. Instruction will be delivered in English. Our listening center will include mentor texts on CD to strengthen our ELL students listening comprehension skills. In order to ensure progress for our ELL students, instruction will include a successful researched based multi-sensory approach for English-Language Development.

Subgroups & Grade Levels:

After School Weekly Program: There are two sessions: Lower Grade Grades 1 & 2 (2:40p.m.--4:40 p.m.) & Upper Grade sessions 3, 4 & 5 (2:40 p.m. - 5:10 p.m.). The program consists of 17 instructional sessions that meet after-school.

Dates for Grades 1 & 2 :December 3, 2014 and ending January 8, 2015 . Grades 1 & 2 participate in 8 instructional days which meet after school on Wednesday & Thursday afternoons.

Dates for Grades 3, 4 & 5: January 14,- February 11, 2015 participate in 9 instructional days that meet after school on Wednesday and Thursday afternoons.

Part I- Instruction During The School week

Session I: Grades 1 & 2 (December 3, 2015- January 8, 2015)

Monday (Bimonthly): Curriculum Development and Focus Group

12/1, 12/15,

## Part B: Direct Instruction Supplemental Program Information

Participants include: ESL Teacher, General Education Teachers and Supervisor 4:00-5:00 pm

Wednesday: General Ed. Teacher A: Beginners, Intermediates & Advanced ELLs in Grade 1-2  
General Ed. Teacher B: Beginners, Intermediates & Advanced ELLs in Grade 1-2  
ESL Teacher: Coteach with General Ed. Teacher for 60 minutes each.

Thursday: General Ed. Teacher A: Beginners, Intermediates & Advanced ELLs in Grade 1-2  
General Ed. Teacher B: Beginners, Intermediates & Advanced ELLs in Grade 1-2  
ESL Teacher: Push-In and coteach with General Ed. Teacher for 60 min each.

Session II: Grades 3, 4 & 5 (January 14, 2015 - February 11, 2015)

Monday (Bimonthly): Curriculum Development and Focus Group

Dates: 1/12, 1/26, 2/9

Participants include: ESL Teacher and General Education Teachers, Supervisor 4:00-5:00 p.m.

Wednesday: General Ed. Teacher A: Beginners, Intermediates & Advanced ELLs in Grade 3  
General Ed. Teacher B: Beginners, Intermediates & Advanced ELLs in Grade 4  
General Ed. Teacher C: Beginners, Intermediates & Advanced ELLs in Grade 5  
ESL Teacher: Push-In and coteach with General Ed. Teacher for 50 min each.

Thursday: General Ed. Teacher A: Beginners, Intermediates & Advanced ELLs in Grade 3  
General Ed. Teacher B: Beginners, Intermediates & Advanced ELLs in Grade 4  
General Ed. Teacher C: Beginners, Intermediates & Advanced ELLs in Grade 5  
ESL Teacher: Push-In and coteach with General Ed. Teacher for 50 min each.

Part II - Saturday Instruction

Saturday : Beginning in March and concluding in May 2015

Monday (one) Day): Curriculum Development & Focus Group

Date: March 9, 2015

Participants include: ESL Teacher and General Educaiton Teachers, Supervisor 4:00-5:00 p.m.

Saturday March 14 & Saturday March 21, 2015 (3 hours each day)

## Part B: Direct Instruction Supplemental Program Information

March 14, 2015- Grades 1 & 2

March 21, 2015- Grades 3, 4 & 5

Part III- Saturday Intergenerational Walking Tour

Saturday: May 9, 2015- Intergenerational Walking Tour of Lower East Side of New York City

8:30 a.m.- 1:30p.m.

Providers:

One certified ESL teacher and two general education teachers will provide direct and supplemental language instruction to ELL students in the primary grades (1 & 2). One ESL Teacher and three general education teachers will provide direct and supplemental language instruction to ELL students in the testing grades (3, 4 & 5). Our general education teachers have been selected based on their experience working directly with ELL Students. the ELL Teacher will push-in to the general education teacher and students and provide instruction in language development. Teachers will utilize a co-teaching model of instruction addressing both language and content subjects.

These teachers have attended network professional development sessions where they participate in learning opportunities for methodologies and best practices to help ELL students close language and academic achievement gaps. Additionally, they attended professional development hosted by the ESL team to acquire strategies essential for scaffolding learning. Teachers have experiences and daily interactions with ELL students in their classrooms where they implement these strategies. The expertise of the general education teachers along with the expertise of the ESL teacher solidifies the English language instruction through content learning.

Overseeing the program, our supervisor shall perform administrative duties as well as supervising coherent instruction aligned to the Common Core Professional Standards and supporting professional learning. Instruction will adhere to the Common Core Learning Standards for writing, reading informational text, reading literature and language standards. The ESL teacher along with general education teachers will employ scaffolding strategies that unpacks the academic language found in informational reading and content area learning.

Types of materials:

We will utilize Benchmark Education English Explorers materials which include audio CDs and leveled books which encompass sentence structures, language development, reading strategies, content vocabulary, high frequency words, fluency and text and graphic features for Science and Social Studies content. We are also purchasing the Raz- Kids interactive leveled electronic books which will be used to track, assess and record student growth which is aligned with the Common Core ELA standards.

## Part B: Direct Instruction Supplemental Program Information

Additionally, this tool will serve as a way to strengthen the school-home connection.

For Language Arts, we will align our instruction with the Teachers College Reading and Writing Project. Our ELL students will be exposed to a wide variety of complex texts through the use of the Scholastic Reading Skills Leveled Kits. The Scholastic Reading Skills Leveled Kits differentiate across proficiency levels so that all students will learn necessary reading strategies in order to become skillful readers and subsequently achieve success as writers as well. These resources 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 build upon background knowledge prior to the intergenerational walking tour, we will utilize materials listed below as resources for students. Students will have the opportunity to research landmarks, points of interest, cultural neighborhoods, historical sights, international foods and more. Students will create projects based on their research and classroom instruction which will be presented to parents prior to the intergenerational tour. This will help to build a framework for navigating through New York City.

### Websites:

[www.nyc.gov](http://www.nyc.gov)

[www.tripadvisor.com](http://www.tripadvisor.com) (search New York City)

[www.nycgo.com](http://www.nycgo.com)

[www.nps.gov/ellis](http://www.nps.gov/ellis) (Ellis Island)

### Book Titles:

Coming to America by Debra P. Hershkowitz

Ellis Island by Elaine Landau

Old New York City by Isabel Jackson

Immigrants by Martin W. Sandler

The Keeping Quilt by Patricia Polacco

A Picnic in October by Eve Bunting

To further enhance Language Arts proficiency, we will purchase a variety of read along mentor texts and listening interactive sets that support listening skills. According to our data analyses, our ELL population will benefit from utilizing auditory strategies to bolster listening proficiency. Furthermore, the use of the Mimio, iPads and RazKids interactive software will allow teachers to supplement and reinforce planning and the presentation of lessons. A focus on instructional conversation to support higher order questioning will initiate academic discourse among students thus strengthening the above mentioned skills.

To develop ELL students' content skills, such as, Math and Social Studies, we will construct our lessons

### Part B: Direct Instruction Supplemental Program Information

by infusing the academic language that our ELLs encounter during their daily lessons. Students learn how to read a map by following symbols and train numbers, measure distances between stops and create a timeline that represents immigration into New York City which will support our intergenerational walk.

By tapping into students' prior knowledge and building background knowledge of a subject, we will bridge new concepts so ELL students can progress through cognitive processes from recalling, understanding and applying information, to making analyses and evaluations of various situations, and to creating a variety of products in unique and original ways. We will contextualize new concepts and language by using realia, manipulatives, graphic representation, technology and verbal analogies familiar to students.

Teachers will use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation students will transfer skills and recreate concepts and display language across genres. We will ensure that our ELL students apply metacognitive strategies by using self monitoring checklists, student assessment charts and rubrics. These strategies will support the intergenerational walking tour of NYC. Students will have the opportunity to create projects based on their research and classwork representing New York City and the many immigrants to America. In addition, students will have the opportunity to highlight important sights and points of interests.

The aforementioned above strategies and methods are part of the school's core belief of providing multiple entry points for English Language Learners as they continue to strive for success in school and further up the higher educational ladder through college and career readiness.

### Part C: Professional Development

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

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

Begin description here: Our data indicates that our ELL students require support in reading, writing and listening across content areas. The ESL teachers and general education teachers will attend and participate in periodic school based and city wide professional development to assist our ELL students in determining their strengths and supporting areas in need of growth. Teachers will attend professional development as it becomes available by Teachers College, Universities, DELLSS and TESOL. Currently, teachers are in the process of attending a cohort hosted by DELLSS which will focus on Writing Language Objectives for English Language Learners. This PD will provide teachers with ways of articulating the

### Part C: Professional Development

academic language skills ELL students need to have equal access to the curriculum. Additionally, the workshop will provide guidelines in developing mathematic language objectives to assist English Language Learners in achieving academic language fluency. Furthermore, teachers have registered to participate in a two-day workshop on preparing for and unpacking the NYSESLAT exam. The sessions will focus on instructional practices for supporting ELLs across the year (not test administration) including discussion of key item types related to language learning, as well as their alignment to Common Core Learning Standards.

#### Schedule & Duration:

January 2015-May 2015 Teachers will attend and provide Professional Development focusing on topics that include skills and strategies encompassing the four strands of reading, writing, listening and speaking which is necessary for language development and acquisition.

#### Topics to be covered for providing P.D.

Unpacking the NYSESLAT

Integrating ELL structures in Writing Workshop

Assimilating Newcomers to our School community

How to utilize visual aid support for English Language Learner students

#### Providers:

ELL Teachers will provide workshops to general education teachers.

#### Dates:

1/26 2/23 3/30 4/27

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents of students in grades 1-5 will be invited to participate in one day workshop with two ESL Teachers and one supervisor.

**Part D: Parental Engagement Activities**

Our goal for our Saturday Program is to offer community support to the ELL families and develop an awareness of cross cultural differences between their native home and their new home. This year’s theme for our Saturday Program is “My New York”. To support this theme we will invite parents of students attending the Title III Program in to explore New York City and the Lower East Side. During the one day workshop parents will learn how to read and interpret a city map, MTA Transit Map and learn words and phrases to navigate through a city neighborhood. In addition parents will research and explore useful NYC Websits and books. The framework of this day will provide parents with the tools they need to participate acitively in our intergenerational walking tour with their children. Parents will receive information about landmarks, historical sights, and other cultural points of interest. Parents and their children will visit Little Ireland, Little Italy and other neighboring communities. Furthermore, parents will be afforded strategies to use with their children when they re-visit New York City such as reading a neighborhood map and reading street signs. This will be a good way for students and their parents to observe, explore, discover and engage in hands-on experiences.

To inform parents of all activities that our Title III program has to offer, the ESL teachers will be sending home translated letters in their native language. Our goal for our Title III Parent ESL Program is to offer community support to the ELL families and develop an awareness of cross cultural differences between their native home and their new home.

Part IV

Saturday: May 9, 2015-Intergenerational Tour of Lower East Side of New York City  
8:30-1:30 p.m.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>28</b>	Borough <b>Queens</b>	School Number <b>220</b>
School Name <b>Edward Mandel</b>		

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

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>692</b>	Total number of ELLs	<b>134</b>	ELLs as share of total student population (%)	<b>19.36%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in	2	2	3	1	6	1								15
Pull-out	1	1	1	2	1	2								8
<b>Total</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>23</b>						

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	118		10	16		7				134

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>118</b>	<b>0</b>	<b>10</b>	<b>16</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>134</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**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
<b>TOTAL</b>	<b>16</b>	<b>23</b>	<b>29</b>	<b>22</b>	<b>25</b>	<b>19</b>	<b>0</b>	<b>134</b>						

## 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
Intermediate(I)	0	3	14	8	8	2								35
Advanced (A)	6	10	8	7	9	8								48
Total	<b>16</b>	<b>23</b>	<b>29</b>	<b>22</b>	<b>25</b>	<b>19</b>	<b>0</b>	<b>134</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAOC 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 inform our decisions for the types of ESL strategies and materials used to drive instruction.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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:

- 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. [i](#)  
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, I pads and mimios so that our students have access to programs that accommodate 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

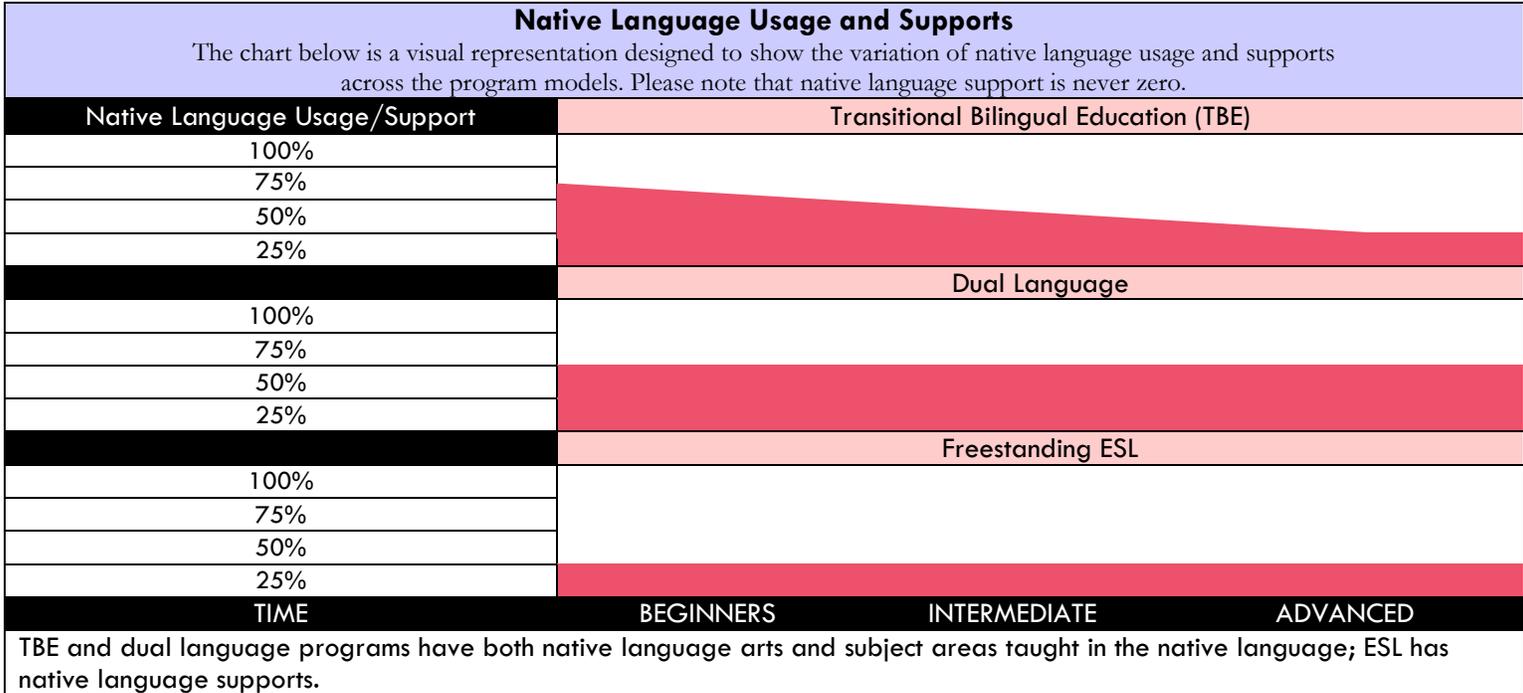
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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



## 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 Ipads 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 representation 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.

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 Counselor, 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>5<sup>th</sup> 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**

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

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

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

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.