

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75M811

School Name:

P.S. M811 - MICKEY MANTLE SCHOOL

Principal:

BARRY DAUB

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Mickey Mantle School School Number (DBN): 75M811
Grades Served: Pre-K-8
School Address: 466 West End Avenue New York, N.Y. 10024
Phone Number: 212-579-3788 Fax: 212-579-3879
School Contact Person: Barry Daub Email Address: bdaub@schools.nyc.gov
Principal: Barry Daub
UFT Chapter Leader: Allister Johnson
Parents' Association President: Helen Oagile
SLT Chairperson: Alisa Bentley
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue New York, N.Y. 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1501 Fax: 212-802-1688

Borough Field Support Center (BFSC)

BFSC: District 75 Director: Gary Hecht
Director's Office Address: 400 First Avenue NY NY 10010
Director's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1500 Fax: 212-802-1688

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Barry Daub	*Principal or Designee	
Allister Johnson	*UFT Chapter Leader or Designee	
Helen Oagile	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alisa Bentley	Member/ Staff	
Alexandra Lillie	Member/ Staff	
Patricia Valentino	Member/ Staff	
Brian Joyce	Member/ Staff	
David Jimenez	Member/ Parent	
Dineen Casiano	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
TBD	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P811M, The Mickey Mantle School is a District 75 school consisting of one main site and five off sites. In total, we proudly serve 350-400 students with severe disabilities grades Pre-K-8. P811M students are categorized as having multiple disabilities, autism, emotional/behavioral difficulties and/or severe language and communication disorders.

We envision our school as a collaborative community of learners. Our learning community addresses the individual needs and learning styles of all students, while maintaining and enriching a nurturing and supportive environment. We are a diverse collaborative school community dedicated to achieving high standards of academic excellence for all our students.

By looking at the whole child, The Mickey Mantle School focuses on social-emotional growth and works to provide strategies to internalize positive behavior. Universal systems are implemented as well as targeted interventions as part of our Positive Behavior Intervention Supports program. P811M maintains excellent communication with parents integrating a wider range of information being passed between home and school in the form of newsletters, workshops and daily communication tools.

P811M has developed sophisticated systems of long and short term goal setting, which is measurable and time limited. Our gathering and use of data is concentrated on behavior and academic progress and is carried out between school staff and the students themselves. All work in school is differentiated and personalized to meet the individuals and groups of students. Furthermore, extensive support from the guidance counselors, therapists and psychologists, who work collaboratively across all sites, is completely interwoven into students programs. The school provides extremely well-integrated support from related service providers and has devised an innovative self-development program.

P811M students are supported by data driven goals to specifically meet their individual needs. The staff has excellent knowledge of progress and performance of every individual student class and grade level. There are extremely high levels of collaboration across the whole school and all its sites, with an assistant principal as well as coordinator full time at each site. Excellent systems are in place to identify students' individual strengths and areas for improvement, which target academic and emotional support. Through regular informal and formal collaboration, our administration will keep learning standards set high, mirroring general education criteria. The focus is on student ownership of their individual learning process and the production of authentic student work. Using alternate assessment learning standards and curriculum, we differentiate instruction to meet the needs of, challenge and integrate alternate assessment students to the fullest extent possible. Through academic intervention services, engaging and adaptive academic curricula, social and emotional curriculum, related service support and the unwavering dedication of staff, it is our goal that students develop the learning and coping strategies that will enable them to succeed in less restrictive settings.

The elements of the Framework for Great Schools in which the school made the progress over the past year from our Quality Review was Engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Conversely the area of focus identified during our Quality Review was Aligning assessments to curricula, use on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

- Articulating this vision and mission to academic institutions, community organizations, and community businesses, many organizations have offered us their support.
- We have formed valuable partnerships with the following academic institutions:
 - ♣ Hunter College-Supervision and Administration Program. This program provides on-going coaching support to our new Assistant Principals
 - ♣ Hunter College School of Education and Teachers College have a long established relationship with P811M as a practicum site for student teachers.
 - P811M enjoys solid relationships with the community. Manhattan Borough President Gale Brewer, NYC Councilmember Helen Rosenthal and NYS Assembly member Lynda Rosenthal are all supporters and contributors to the school.
 - NYC Collaborates is a new partnership we have this year. The Principal and SEL committee presented to a wide cross-section (both DOE and Charter schools) of educators from across the city attended.
 - Along with 8 other schools across the city P811M was chosen to receive a Reading Discovery award offered by the Brooke Astor Fund for NYC receiving classroom libraries for classes K-3 with students in those classes receiving home libraries.
 - P811M in conjunction with PS 149M applied for and The New York City Community Learning Schools Initiative 501(c)(3) grant.
 - Additional community partnerships have been established to offer opportunities for enrichment and community-based instruction through ongoing field trips and on-site activities, in which all classes participate: Daniel's Music Foundation, Lincoln Center, New Victory Theatre, El Museo del Barrio, The Guggenheim Museum, Good Dog and ASPCA Animal Assisted Therapy Program, the United States Coast Guard, Grow to Learn Gardening grant program, and The New York Hall of Science SciPlay program.
 - Through a partnership with the District 75 Office of Inclusion and the Superintendent of District 4, we are in the process of implementing a new program that will lead to inclusive opportunities for select students, who will be integrated for portions of the day into co-taught lessons with their typically developing, grade-level peers in the collocated Mosaic Preparatory Academy or in a nearby community school. This will serve to provide LRE environments to students, who will be exposed to the general curriculum through higher order tasks aligned to the CCLS.

75M811 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	339	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	18	# Music	9	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		85.9%
% Free Lunch	75.3%	% Reduced Lunch		0.6%
% Limited English Proficient	12.2%	% Students with Disabilities		99.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		42.1%
% Hispanic or Latino	48.8%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White	6.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.26	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.1%	% Teaching Out of Certification (2013-14)		6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.16
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Baseline assessment from November 2015 and improve the academic achievement of students in Math and English language Arts. This improvement will be supported through the implementation of:

ELA

- Our students have been assessed using the Engage NY Performance Tasks, the i-ready online reading assessment and the Feifer Assessment of Reading (FAR).
- Through these assessments we have found that, across grade levels, students are showing deficits in vocabulary, sentence structure, and specific reading skills such as context clues, word tense, and identifying author’s point of view. Students also show deficits in writing: use of proper conventions and structure.
- Grade level teams have come together to create strategy groups that focus on these skills. These skills are then integrated into the other parts of the Balanced Literacy block, including the Read Aloud/Think Aloud, and writing portion.
- Student strengths across grade levels:
 - Students are able to use textual evidence to support an opinion.
 - Students are able to engage in discussions, form opinions and support their opinions with evidence.
 - Students are able to create and imagine within the context of discussion and writing.
 - Students are able to listen to a Read Aloud/Think Aloud and engage appropriately with the text.
- Teachers have received in-house training in:
 - Engage NY modules: how to differentiate Performance Tasks (utilizing rubrics and IEPs)
 - FAR : How to administer the assessment, interpret the scores and how to utilize the scores to inform instruction.
 - i-ready Reading Assessment: How to administer the assessments, utilize the data, and how to create a specific and individualized program for each student within the program based on the data.
 - Balanced Literacy:
 - Elements of Guided Reading and Strategy Groups
 - How to create valuable word-work, and/or skill building stations within the classroom.
 - How to best encourage independent reading while still connecting it to skills worked on throughout the day
 - How to target questions in the Read Aloud/Think Aloud to include all functioning levels in the classroom.

Math

Evidence from EngageNY Module assessments in Mathematics from 2014-2015 indicate that students spend the least time on geometry compared to all other areas of Mathematics.

iReady Assessment data from the same year shows that our students from grades three through eight scored lower on Geometry than Number and Operations, Algebra and Algebraic Thinking, and Measurement and Data.

With the support of District 75 Math Coach's, and the GoMath Curriculum, teachers are working to integrate Geometry standards into other Modules when appropriate. For example, sixth grade teachers will enrich the *Representing Ratio and Rates Module* by incorporating the concept of *similar shapes and figures*, thus supporting **6.G.A.1** (Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems), **6.G.A.2** (Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems), and **6.G.A.3** (Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems).

This academic year, teachers also have access to GoMath and other resources from other grade levels through *ThinkCentral* and *MY.HRW.com*. Educators are using these resources to fill in gaps in students' geometry skills and knowledge. For example, sixth grade teachers reinforce the fifth grade geometry standard by teaching students how to graph points in a ratio table to create a straight line and test for proportionality.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-2016 school year, standardized- assessment students across all grades will show at least a 5% scaled-score increase on the NYS Mathematics and English Language Arts Exams or School Local Measures of improvement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher teams consisting of Principal, APs, Coordinators, School Based Coach and Teachers use 2014-2015 Math performance data to design pacing calendars for the 2015-2016 school year</p>	<p>All classroom teachers and paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>All administration</p>
<p>Teacher teams will conduct short and frequent cycles of inquiry to analyze Math data and CCLS-aligned performance tasks to identify overall trends, strengths and weaknesses of groups and individual students.</p> <p>Teacher teams explore Universal Design for Learning principles as they apply to unit planning.that allows them to explore UDL principles by integrating UDL principles into the math and ELA modules.</p> <p>Pacing calendars and units will be modified in order to address the instructional needs determined by the teacher teams.</p> <p>Administrators meet twice monthly with team leaders to analyze the quality of teacher team work and professional practices, with particular attention to what teachers need to learn to support student mastery of the CCLS. Adjustments to the use of organizational resources and professional development will be made to adequately support the on-going development of staff.</p>	<p>All classroom teachers and paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>All administration</p>
<p>Extend and expand communication and collaboration with parents to increase their capacity to assist in their children’s learning and to enable them to track progress towards attaining goals.</p> <ul style="list-style-type: none"> • Explore ways to increase parent engagement so that parents are partners in student learning as well as being actively involved in the school community. 	<p>All classroom teachers and paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>All administration</p>

<ul style="list-style-type: none"> • Provide information for families on skills required for students in all subjects. • Send activities packs for parents and students to do together at home that align with in school instruction. • Offer families information on how to assist students to improve skills on various subjects and assessments. • Improve the effectiveness of Parent Teacher conferences. • Help Families identify and advocate for the right school for their child. • Make the school more open and accessible. 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy Monies will be used for out of classroom position Standardized Assessment Coordinator. Common preparatory and teaching periods are scheduled opportunities to give teachers within and across sites to meet and collaborate											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.	
June 2015-June 2016	
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.	

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Last year, one instructional focus was to increase the quality of higher-order questioning in the classroom, hence, we were able to track progress using ADVANCE data. In 2014-2015, professional development was planned predominantly by administration and was based on specific data/needs based on walkthroughs. In the coming year, the PD Committee will take input from teachers, differentiated by site, and plan appropriate professional development based on survey, staff input and data analysis which supports intervisitation with the goal of teacher collaboration (and ownership). As a result we will continue to use ADVANCE aggregate data to show teacher progress related to professional development.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, a newly developed Professional Development Team will have planned and implemented differentiated PD throughout each site, resulting in a 10% increase in teacher performance ratings (developing to effective/effective to highly effective) based on ADVANCE walkthrough data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In collaboration we will develop a professional development committee, inclusive of at least one teacher and one paraprofessional from each site.</p>	<p>All classroom teachers and paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>All administration</p>
<p>PD committee will develop a needs survey to determine individual needs per site from paraprofessionals and teachers (separately). A needs assessment will be created and shared with all staff, outlining specific needs. The team will identify appropriate staff to conduct PD based on staff strengths.</p>	<p>All classroom teachers and paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>All administration</p>
<p>Staff will plan and conduct professional development workshops to occur during Monday half days. PD committee will collect and analyze PD evaluation forms in order to more effectively plan for future PDs.</p>	<p>All classroom teachers and paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>All administration</p>
<p>Team will look at final ADVANCE aggregate data to determine overall analysis of growth based on implementation of specialized PD as created by the PD Committee.</p>	<p>All classroom teachers and paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>All administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy Monies will be used for out 4 out of classroom position Standardized Alternate and Assessment Coordinators who will work directly with teachers to improve instructional practice. Common preparatory and teaching periods are scheduled to give teachers within and across sites to meet and collaborate. In addition an School Based Option was voted on by UFT membership to have schedule adjustments to include half day pd on Mondays.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

June 2015-June 2016 the school is using the NYSED ELA and Math Assessment to measure the annual goal for Rigorous Instruction, we will assess student progress towards meeting the Annual Goal by using I-Ready mid year assessment results as the mid-point benchmark of progress.

Part 5b The SLT will continuously review school progress towards meeting the Annual Goal and adjust or revise the Action Plan, if appropriate, in order to achieve the Annual Goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
	Teachers		
	Teachers		
	Teachers		

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Parent attendance at school events and meetings last school year represented a modest achievement. P811M has been and is committed to enhancing parent immersion and engagement in school programs, events and various meetings to sustain and promote student achievement. We believe that parent support is vital to student success, second only to teacher quality. Therefore it behooves us as a strong school community to encourage and expand our school-parent – community partnerships even more as we embrace the elements captured in the Chancellor’s Capacity Framework for meeting student independence, lifelong learning and the demands of college and career readiness.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the P811M will improve collaborative partnerships with families, as measured by a 10% increase in parent-teacher communication and parent attendance at various school events and meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parents attend ‘Meet & Greet’ opportunities at each site to make them fully aware of the P811M Teaching and Learning Expectations in alignment with The NYCDOE Instructional Expectations and the Chancellor’s Capacity Framework and to improve their participation.</p> <p>Parent Classroom Newsletters for updates of curricular activities, upcoming events, IEP Meeting, Parent Teacher Conferences, and assemblies and celebrations to inform parents and encourage their participation in celebrating their children’s achievement. Teachers maintain daily and</p> <p>monthly data of student performance and progress to inform parents.</p> <p>School leaders disseminate training and materials in core subjects of literacy, math, science, to help parents work with their children at home to practice academic and behavioral skills.</p>	<p>Parents and Guardians</p>	<p>September’15 – June’ 16</p>	<p>Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related Service Providers, and Counselors.</p> <p>UFT Community Learning School Staff</p>
<p>Meetings of Related Service Providers and Parents on how to integrate strategies into the home based on IEPs.</p> <p>ELLs Saturday Workshop for parents (ELL) and their children to work collaboratively to increase student achievement.</p>	<p>Parents and Guardians</p>	<p>September’15 – June’ 16</p>	<p>Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related Service Providers, and Counselors.</p>
<p>School staff conducts outreach to parents reinforcing the importance of attending school events via multiple means such as: phone calls, newsletters, invitations, etc.</p>	<p>Parents and Guardians</p>	<p>September’15 – June’ 16</p>	<p>Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related Service Providers, and Counselors.</p>

			UFT Community Learning School Staff
<p>Survey parents to get an accurate picture of the families that attend The Mickey Mantle School; scheduling, topics of interests for workshops, resources of interest</p> <p>Continue using additional methods of Outreach (traditional method: backpack) using different technologies</p> <p>a. Parent Blog; updated with fliers as they are distributed</p> <p>b. email database for announcements and upcoming events</p> <p>c. blackboard phone blast – automated messages for upcoming events, announcements etc.</p> <p>Have at least 40% attendance rate at each site for Parent Teacher Conference dates and increase attendance from 5% at parent workshops and training to 10%</p> <p>Create consistent, visible, and welcoming presentation of information on site</p> <p>a. 2 bulletin boards conveniently located in most frequented sites by parents (first floor near cafeteria/elevator, second floor near main office), table in main office</p> <p>b. 1 bulletin board near main office at 101</p> <p>c. location for handouts inside main office at 149</p> <p>Work with our new PA/PTA to</p> <p>Have meetings every month</p> <p>follow up with interested parents via phone, email, blog, and in person</p> <p>Incentives for parents to attend</p> <p>Alternative to gradually increase attendance: Parent Support Group [February]</p>	Parents and Guardians	September'15 – June' 16	<p>Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related Service Providers, and Counselors.</p> <p>UFT Community Learning School Staff</p>
School staff provides parents with workshops and informational sessions on our P811M PBIS-RRS Program. This fosters a common language of trust,	All Stakeholders	September'15 – June' 16	Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related

respect and understanding of the PBIS skills students are learning in school.			Service Providers, and Counselors. UFT Community Learning School Staff
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy Monies will be used and UFT Community Learning School Funds											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Progress Monitoring: February, 16- P811M will collect, and analyze attendance sheets at varied school wide events to identify trends in parent attendance. to ensure that P811M is on track for reaching the goal of a 10% increase in parent participation by the end of the school year.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students are entitled to additional services because they are performing below grade level. Assessment data will be used to determine program and method of delivery for the individual students.	Programs include but are not limited to: Wilson Foundations (phonetic approach to assist in the development of language to strengthen reading skills in struggling readers), RAZ Kids, and use of Common Core Foundational Skills Checklist. SMILE, Unique, Alternate Assessment Curriculum Framework, Cookshop, Treasures (on-line), EASE, Picture Exchange systems and the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”. I pads and other Communication Augmentative devices are also used.	Small Group Instruction, One-to One, Tutoring	During the Instructional day for individual and/or group
Mathematics	All students are entitled to additional services.	Math Steps (supplemental)	Small Group Instruction, One-to One, Tutoring	During the Instructional day for

		<p>program to reinforce math concepts as needed), Alternate Assessment Curriculum Framework , Cookshop, Curriculum Press, hands-on manipulatives, Go!Math activities on line, use of SMART Board activities to motivate and assist with students who need the hands on experience and visual strategies to learn). Picture Exchange systems and</p> <p>the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”.</p>		<p>individual and/or group</p>
<p>Science</p>	<p>All students are entitled to additional services.</p>	<p>Grades 4-6 are included as needed. We provide opportunities to increase functional skills development integrated in the Science content area to increase functional skills. Students use FOSS, Picture Exchange systems, Alternate Assessment Curriculum Framework, and the use of Assistive-Adaptive Technology</p>	<p>Small Group Instruction, One-to-One, Tutoring</p>	<p>During the Instructional day for individual and/or group</p>

		to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”		
Social Studies	All students are entitled to additional services.	Monthly instructional thematic units and our Unique Learning Systems curriculum.	Small Group Instruction, One-to-One, Tutoring	During the Instructional day for individual and/or group
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students are entitled to additional services.	Positive Behavior Intervention Services	Daily Points Sheet	During school day Before and after school for our middle school students

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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.

2b. High Quality and Ongoing Professional Development

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

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.).

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.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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. **P811M The Mickey Mantle School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

[School name] , 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 on assessments.

I. School Responsibilities:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to 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.

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: <u>The Mickey Mantle School</u>	DBN: <u>75M811</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>6</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Mickey Mantle School (P811M) has a freestanding English as a New Language Program (ENL), consisting of integrated and standalone ENL services. Students to staff ratios are 12:1:1, 8:1:1 and 6:1:1. The integrated model is used to assist students across curricular areas, and allows them to remain in the classroom with their English-speaking peers. Additionally, it provides the opportunity for classroom and ENL teachers to collaborate in planning, instruction and setting high academic achievement standards in the target language. As a result, the English Language Learners are given the opportunity to acquire the English language across all subject areas. In doing so, the ENL teacher provides content area instruction using ENL methodologies. The program models consist of heterogeneous groupings. Both integrated and standalone models are aligned with the Common Core Learning Standards, New Language Arts Progressions, as well as Extensions and Alternate Grade Level Indicators (AGLIs) for students who are Alternate Assessment.

 The two state certified ENL instructors ensure that the mandated number of instructional minutes are provided, according to the students' proficiency level through our Freestanding ENL Program.

 Minutes of ENL and Integrated ENL instruction are based on the new CR Part 154 mandates for Units of Study. In accordance with these mandates, our English Language Learners (ELLs) in grades K-8, who scored at the Entering proficiency level are receiving 360 total minutes of ENL divided into 180 minutes of Stand Alone ENL and 180 of Integrated of ENL/ELA. Students at the Emerging level receive a total of 360 minutes divided into 90 minutes of Stand Alone ENL, 180 minutes of Integrated ENL/ELA, and 90 minutes of either Stand Alone ENL or Integrated ENL/Core Content area instruction. Transitioning proficiency level students are receiving 180 minutes of ENL instruction divided into 90 minutes of Integrated ENL/ELA and 90 minutes Stand Alone or integrated ENL/Core Content Area instruction. Expanding proficiency level students are receiving a total of 180 minutes of Integrated ENL/ELA or other Core Content Area. Finally, Commanding level students, those who tested out of ENL on the NYSESLAT, receive a total of 90 minutes of Integrated ENL in ELA/Core Content Area OR other approved Former ELL services for two additional years.

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

Balanced Literacy

Total Physical Response (TPR)

Cooperative Learning

Whole Language Instruction

Community Language Learning

Natural Approach for Acquisition

Cognitive Academic Language Learning Approach (CALLA)

Differentiated Instruction

 In addition to the aforementioned instructional approaches, the ENL teachers also utilize: Scaffolding, Modeling, Bridging, Contextualization, Schema Building, Facilitation of Language Functions, and Text Representation. The use of Bloom's Taxonomy Instruction is a tremendous asset in helping to develop the student's meta-cognition.

 The Spring 2015 NYSESLAT and the Fall 2015 LAB-R levels for all ELLs are as follows: kindergarten, three students are entering; first grade, five students are entering; second grade, two students are

Part B: Direct Instruction Supplemental Program Information

entering and two are emerging; third grade, six students are entering, one student is transitioning; fourth grade, six students are entering and two students are emerging; fifth grade, five students are entering, two students are emerging and one is expanding; sixth grade, one student is entering and one student is expanding; seventh grade, five students are entering, and eighth grade, one student is a entering, two students are emerging and one student is transitioning.

Our Title III language supplemental instructional After-School program at Mickey Mantle School will help English Language Learners (ELLs) attain English proficiency while meeting state academic achievement standards. The program will be offered to six (6) ELLs that are in all our sites. The students will be in one group. The ENL teacher and the environmental arts teacher will collaborate with each other with the 6:2:1 group.

The Mickey Mantle School Title III After-School ENL Program for 2015-2016 will be expanding on the environmental arts educational curriculum as a result of last year's success. Research supports the use of arts as a key conduit to learning. Noted research by (Bassano and Christison, 1982, Franklin, 1989; Richardson, 1990; Shier, 1990) advocate the need to fuse affective and cognitive domains of knowledge through art. The affective domain includes emotions, attitudes, feelings and other intuitive ways of knowing; while the cognitive domain refers to intellectual, rational ways of thinking. Shier contends that in everyone's daily interactions there are always both affective and cognitive variables at work, and thus effective classroom instruction should automatically address both.

Christison (1993) believes that student-created images enhance language learning in three different ways. First, students are more involved, confident, and productive. Next, there is a positive change in the classroom environment that is uninhibited and conducive to language learning. Finally, students are more able to perform cognitively demanding tasks, and the quality of their written and spoken language improves. Motivation also increases when they share artwork with classmates (Wright, 1989).

Sher maintains that art more actively engages students in their own learning processes on a person, intellectual, and physical level. Bassano and Christison attribute this engagement to an emotional quality in art. Recognizing the ability of the arts and art activities to engage, and motivate students, Allen (1990) believes the process of acquiring language comes naturally when students are involved in activities in which they re find meaning and purpose.

This year's expanded thematic focus, which will be taught to the children is entitled, "Farm to Table: How food choices can impact your health and the health of our environment". The integration of ENL best practices and environmental arts will increase our ELLs English language acquisition. The purpose of our unit is to develop different activities that will tap the students' different learning styles and target their multiple intelligences. Based on his research, Dr. Howard Gardner has identified nine different kinds of intelligences, such as: Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic, Musical/Rhythmic, Interpersonal, Intrapersonal, Naturalistic and Spiritual/Existential. This research can be found at: Burke, K. B (1994), "The Mindful School: How to Assess Authentic Learning".

Our Title III After School Instructional Program is created in accordance with the New Language Arts Progressions, ELA and Common Core Learning Standards. Our program will facilitate educational gains in children's everyday food choices by engaging public school students in hands-on learning through interaction with various food sources. The ENL curriculum provides interdisciplinary applied learning opportunities in math, science, social studies, language arts, and art. The following New Language Arts Progressions will be incorporated: Entering: Able to comprehend at least one high interest, grade-appropriate text when teacher has built background knowledge, pre-taught key vocabulary, provided a context for the text and read aloud in class in the new and /or home language. Emerging: Able to comprehend two or more high interest, grade-appropriate texts when teacher has built background knowledge, pre-taught key phrases, provided a context for the text, and read the text aloud in class in the new and/or home language. Transitioning: Able to comprehend multiple high interest, grade-appropriate texts when teacher has built background knowledge, pre-taught key phrases, provided a context for the text, and read the text aloud in class in the new and occasionally, in home language.

The Mickey Mantle Title III After-School ENL program will also integrate multiple intelligence learning with particular focus on the area of Naturalistic intelligence. Naturalist intelligence employed as

Part B: Direct Instruction Supplemental Program Information

students learn appropriate ways to use their five senses to become aware of the environmental aspects of food and how food choices can impact your health and the health of the environment. The P811M Title III environmental arts after-school program will benefit our students as well as the greater community. As part of our program, students will have a better understanding of where food comes from through many hands on activities such as growing their own food. They will learn that food can become an economical resource for themselves and their families, through the process of learning to cook one's own food, which in turn can create community and cultural expression for themselves and their families. As children learn the skill of cooking, they will also become aware of the healthy and economical aspects cooking your own food presents. Parent will be involved in this process sharing their own traditional cooking recipes and techniques from cultures and pass these on to their children and other within the community. We will explore the "food resources" within the local community, in trips to the farmer's market and a local Farm to Table restaurant. Through these informational outings, students will learn how we can use food resources to the best of their ability, identify what the community needs, in terms of nutrition and food resources, and learn how to make the best of available options, as well as consider how to improve those options. We will explore the cycle of planting and growing food, harvesting, preparing and cooking food, recycling food waste (composting) and turning that food waste back into soil to grow healthy crops again.

Our educational program will use a black and white printer to help the children create a recipe book from learned recipes and donated family recipes. The recipe and food resource book they each create will be our culminating project.

Further benefits of our environmental-arts program and technology use are: enhancement of creativity; encouraging student independence; building ELLs decision making skills; celebrating each individual's uniqueness; exploring and experimenting with textures and designs; and assisting ELLs in targeting the arts, environmental activism and culinary arts as potential career fields.

The program will be held in the English Language, as provided by one certified ENL teacher. A certified special education teacher, also certified in environmental arts, will be an integral part of our Mickey Mantle Title III After-School program. Our program will also be complimented through the assistance of one paraprofessional, who is a native Spanish speaker. The nineteen (19) weeks of two-hour sessions focusing on environmental arts will meet every Wednesday afternoon from 3:05 PM to 5:05 PM from January 2016 through the beginning of June. The dates of the program are: January 13, 2016; January 20, 2016; January 27, 2016; February 3, 2016; February 10, 2016; February, 24, 2016; March 2, 2016; March 9, 2016; March 16, 2016; March 23, 2016; March 30, 2016, April 6, 2016; April 13, 2016, April 20, 2016; May 4, 2016; May 11, 2016; May 18, 2016; May 25, 2016; June 1, 2015. The Assistant Principal will be performing school functions and duties as part of her regular employment from 3 PM-3:30 PM. She will join our program from 3:35 PM-5:05 PM each Wednesday afternoon.

Our opening routine will involve a round table meeting, where we will discuss the schedule of events for the afternoon, make snacks, and discuss the topics of interest to be explored through cooking. Students will have a warm up activity, and review our daily objective. ENL students will work in small groups on an environmental arts activity. Students will follow a recipe, written in English, to make a simple dish. Children use math skills to measure and count ingredients. Students practice reading with recipes and use critical thinking skills to plan meals and table settings.

The Title III program will be assessed through teacher-created rubrics and teacher observation. Teachers will design a comprehensive course rubric to assess five components of each student's work. Ideal guidelines for each component will be explained to parents and students at the beginning of the course and monitored throughout the program. The components will be as follows: 1. Attendance; 2 Participation/behavior; 3. Mini-presentations; 4. Independent work ethic and completing classroom assignments; and 5. Culminating project.

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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: _____ The professional development for Title III will be supplemental to the professional development provided under the new part CR Part 154. The professional development program for Mickey Mantle's Title III After-School Program will be provided for: the administrator, one certified ENL teacher, one certified environmental arts special education teacher, and one teacher assistant. Three PD's will be administered by a staff member of Wellness in The Schools, and by the ENL teacher. The professional developments will be held after school from 3:05 PM to 4:05 PM at 149 over the course of the instructional program.

1. Topic: "Exploring Healthy Cooking"

Tuesday, January 5, 2016

Hosted by: Wellness in the Schools, and the ENL teacher.

2. Topic: "Creating a Community of Wellness"

Thursday, March 31, 2016

Hosted by: Wellness in the Schools, and the ENL teacher.

3. Topic: "The Global Impact of Growing Local Food" on

Wednesday, April 20, 2016

Hosted by: Wellness in the Schools and the ENL teacher.

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: _____ Establishing a strong partnership between parents and schools early in the school year is crucial to a student's success throughout the year. One way to connect with parents of ELLs is to host a ENL family night at the beginning of our supplemental and instructional after – school Title III program. This ENL family night will be conducted on Wednesday, January 6, 2016 from 3:35 pm – 4:35 PM. At this event, students will be invited along with their parents. The ENL teacher, the Special Education teacher and a bilingual paraprofessional for P811M will emphasize how important it will be for the parents to attend each session and especially to be present at our culminating event, visiting a local Farm to Table restaurant. P811M bilingual parent coordinator will call parents to notify them of ENL family night and the two parent workshops in order to guarantee attendance will be high at all events. The ENL and Special Education teachers will meet and greet the parents and present them with a contract indicating their commitment to attend the program. Parents will register their children for the program, and we will discuss our collective goals for the program. One of our bilingual paraprofessional will translate information into Spanish for the Spanish speaking parents. Light refreshments will be provided to all at the event. Transportation cards will also be provided.

_____ The ENL instructor will facilitate the two parent workshops. These workshops will be held one month after the start of the Title III program and one month before the conclusion of the Title III program. Parents will be able to follow the progression of our Title III program through these meetings. The

Part D: Parental Engagement Activities

parent workshops will be held from 3:35 PM to 4:35 PM. Multilingual flyers will be given out to parents so that they can follow the Title III program sessions that they need to attend. Parents will be informed that this program has been developed with the idea of helping our students to be knowledgeable about the our local food resources. In addition, students will enrich their social and academic language skills as well as their self-confidence in using the target language. Parents or guardians will be welcome to accompany their child to every Title III Wednesday afternoon session, and will be encouraged to participate in every class with their children. Parental involvement is essential to this program because the educational goals of it are to inform children about our food resources and how to grow and cook these foods. Parents will also be encouraged to prepare the dishes taught in our program at home. A Bilingual Spanish-speaking paraprofessional will also assist at each parent session with interpretation. Transportation cards will be provided.

Parents will be invited to attend our two fieldtrips, one on January 20, 2016, to a local grocery store to explore foods, food choices and purchase supplemental foods for recipes we will be creating; and one trip on April 6, 2016, to a local garden center and farm stand, where children will explore the plants that become foods we eat and are local sources of food. This will be our culminating fieldtrip.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$6,774.17 Direct Instruction</u> <u>\$493.79 Professional Development</u> <u>\$575.82 Parent Engagement</u> <u>Professional Salaries:\$7,843.78</u>	<u>Direct Instruction:</u> <u>1 Administrator x 1 day a week x 1.5 hours x 1 9 weeks (28.5 hrs @ \$54.69/hr) = \$ 1,558.67</u> <u>2 Teachers x 2 hours x 1 9 weeks - (7 6 hours @ \$53.28) = \$ 4,049.28</u> <u>1 Paraprofessional x 1 day a week x 2 hours x 1 9 weeks (3 8 hours @ \$30.69/hr) = \$1,1 66.22</u> <u>Professional Development</u> <u>1 Administrator x 0.5 hours x 3 sessions @ \$54.69 = \$82.04</u> <u>2 Teachers x 1 hr x 3 sessions x (6 hours @ \$53.28) = \$319.69</u> <u>1 Paraprofessional x 1 hr x 3 sessions - (3 hrs. @ \$30.69) = \$92.07</u> ----- <u>English as a New Language Night</u> <u>1 Administrator x 1 hr x 1 session @ \$ 54.69 = \$ 54.69</u> <u>2 Teachers x 1 hr x 1 session (2 hrs @ \$ 53.28) = \$106.56</u> <u>1 Para x 1 hr x 1 session @ \$ 30.69 = \$30.69</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Parental Engagement Activities</u> <u>1 Administrator x</u> <u>1 hrs x 2 sessions (2</u> <u>hrs @ \$54.69) =</u> <u>\$109.38</u> <u>2 Teachers x 1 hr x 2</u> <u>sessions (4 hrs @ \$ 53.28</u> <u>) = \$ 213.12</u> <u>1 Paraprofessional 2 hrs x</u> <u>\$30.69) = \$ 61.38</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<p><u>Professional Development: \$300</u></p>	<p><u>Wellness in schools, 3 PDs = \$300</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p><u>\$2,240</u></p>	<p><u>1 BW Printer: \$448.68</u> <u>12 OXO lettuce knives @ 4.99 each</u> <u>via Amazon = \$59.88</u> <u>3 packs (4 mats per pack)/Imperial</u> <u>Kitchen cutting board mat set @</u> <u>11.99 each via Amazon = \$35.97</u> <u>1 - Fellowes Heavy-Duty Extension</u> <u>Cords 25' @ \$10.31 via Famis</u> <u>1 - Belkin Advanced Surge Protector,</u> <u>12-outlet @ \$23.19 vis FAMIS</u> <u>Waring Pro ICT400 double induction</u> <u>cooktop @ 248.99 via Amazon</u> <u>Oster Extra Large Capacity Digital</u> <u>Convection Toaster Oven, stainless</u> <u>steel @ \$99.99 via Amazon</u> <u>Cook N Home Stainless 4 piece</u> <u>cooker with Lid @ 39.99 via Amazon</u> <u>OXO Good Grips Wooden Spoon</u> <u>Set @ 11.95 via</u> <u>Amazon</u> <u>2 - OXO Good Grips Flexible</u> <u>Spatula @ 7.95 via Amazon =</u> <u>\$15.90</u> <u>17-Inch Flame Resistant Oven Mitts</u> <u>@ 8.41 via Amazon</u> <u>1- Fellowes Saturn 2 125</u> <u>Laminator 5 mil 12 1/1 Entry Width</u> <u>@ \$ 133.37 via FAMIS</u> <u>XACTO Teacher Pro Electric Pencil</u> <u>Sharpener@38.69</u> <u>2- MEDICINE CUP,PLASTIC,1 OUNCE</u></p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>CUP. BOX/100 @ \$.97 via FAMIS = \$1.94</u> <u>10 - Avery Showcase View 1' Binder @ \$1.56 via FAMIS = \$15.60</u> <u>2 - Staples Nonstick Top-Loading Sheet Protectors Heavy-Weight Clear 3.3 mil 8 1/2 x 11 100/Bx @ \$6.23 via FAMIS = \$12.46</u> <u>10 - Avery Worksaver Big-Tab Copper Reinforced Insertable Dividers 5-Tab Clear 8 1/2 x 11 @ \$.73 via FAMIS = \$7.30</u> <u>Chef U Stainless Steel Mixing Bowl Set of 3 @ 34.99 via Amazon</u> <u>Food Supplies \$ 992.39</u></p>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$627.00</u>	<u>6 Metrocards @ \$5.50 x 19 weeks</u>
Other	<u>\$ 189.22</u>	<u>Refreshments for Parents</u>
TOTAL	<u>\$11,200</u>	-

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Mr. Barry Daub	Assistant Principal Vilma Melendez
Coach Ms. Alisa Bentley	Coach Alexandra Lillie
ENL (English as a New Language)/Bilingual Teacher Ms. Rita Silva	School Counselor Nayleen Droz
Teacher/Subject Area Melody Rubie ENL	Parent Illena Rodriguez
Teacher/Subject Area Lanez Cragen Science	Parent Coordinator Jennifer Celadilla
Related-Service Provider Yanela Rodriguez	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	303	Total number of ELLs	52	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	51
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	27		27	17		17	7		7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	5	4	7	9	2	8	4	0	0	0	0	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										0
Haitian														0
French				1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	0		1	1		1							0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	8	2	5	4	5	1	4	1	0	0	0	0	0
Emerging (Low Intermediate)	0	2	3	0	3	2	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	2	0	0	1	0	0	0	0	1	0	0	0	0	0
Expanding (Advanced)	0	0	0	0	0	1	1	1	1	0	0	0	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	4	0	0	0	0
5	1	0	0	0	0
6	1	0	0	0	0
7	1	0	0	0	0
8	3	0	0	0	0
NYSAA	0	0	7	10	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	5	0	0	0	0	0	0	0	0
5	1	0	0	0	0	0	0	0	0
6	1	0	0	0	0	0	0	0	0
7	1	0	0	0	0	0	0	0	0
8	2	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	7	0	10	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Three of the assessment tools that P811M - The Mickey Mantle School - uses to assess Alternate Assessment students are the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R), NYSAA and SANDI. These assessments are used for our 6:1:1 English Language Learners to determine what levels the students are functioning on in various areas, such as communication skills, self-help skills and cognitive abilities. The Fountas and Pinnell Benchmark Assessment System and Go Math Benchmark Assessment are mainly used with our Standardized Assessment English Language Learners. The insights that our data provide for our English Language Learners are that we are able to determine our students' reading levels and potential Individual Education Program (IEP) goals and objectives. Also, through the analysis of the data, the teachers of ENLs (Ms. Silva and Ms. Rubie) have insights into how to design their academic instruction and plan for the students. An additional assessment tool that is integrated in the literacy curriculum is Fountas and Pinnell.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the NYSITELL and NYSESLAT statistical scores a data pattern has proven that the speaking and listening skills are the students' strengths. On the other hand, additional support is needed in the reading and writing modalities. This pattern has been displayed at every grade level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 AMAO#1:
 Percentage of Students Making Progress in English as determined in one of three ways:
 - advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years ;
 - making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years ; or
 - scoring at the intermediate level or above on the NYSESLAT for students with one data point.
 For the school year 2014-2015, the percentage of students required to make progress in English in order for an LEA to make

AMAO#1 is 66.4.

AMAO#2:

Percentage of Students Attaining English Language Proficiency:

• attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT).

For the school year 2014-2015, the percentage of the students required to attain English Language proficiency in order for an LEA to make AMAO #2 is 14.3.

The instructional decisions in relation to the data from the NYSITELL and the NYSESLAT will guide us as to where we need to target the students' ELA academic instruction. The following components comprise our various English Language Arts Program: independent reading; read aloud; shared reading; guided reading; shared writing; interactive writing; writer's workshop; independent writing; and working with words. In addition, the following teaching procedures will also be implemented as a means to support the four modalities: journal writing; books on line in English and Spanish and impromptu story telling. The analysis of the data of the Annual Measurable Achievement Objective of our after school Title III ENL program indicates that one of the students who was in attendance scored proficiency in listening, speaking, reading and writing. Therefore, the instructional decisions will guide us, specifically in relation to student's advancing one proficiency level on the NYSESLAT between two consecutive years; making a total score gain of 43 points on NYSESLAT and maintain that proficiency level and students scoring at the Intermediate level or above on NYSESLAT for students with one data point.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

P811M uses data to guide instruction for ELLs within the Response to Intervention framework (for grades K-5) by utilizing it as a method of classifying and servicing our students. Our school uses three benchmark assessments for ELA to support us in designing tiered interventions. At the beginning of the school year, students are assessed using the Fountas and Pinnell Benchmark Assessment System. Subtests include running records, fluency and comprehension checks as well as letter/phoneme and sight word recognition checklists. A guided reading assessment is also given. Core Knowledge Assessments are also administered throughout each literacy unit. The Go Math benchmark assessment is administered at the beginning of the school year and students are formally assessed at the end of each unit. Informal assessments through checklists and teacher observation are used throughout the instructional day. Each assessment is based on the Engage New York Common Core Modules for Instruction. Through data analysis in teacher teams, tiered interventions based on the RTI framework are designed to support our ELL students.

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

The P811M ELL students' second language development is considered in instructional decisions throughout the school year. The reading, writing, speaking and listening skills are acknowledged in their developmental stages. The ENL teachers confer with other teachers and related service providers associated with the students by: attending meetings to evaluate and reassess the students' work, developing lessons and modifying their goals and by working with the students across the different content areas in their classrooms. The P811M teachers consider ELLs second language (English) development through several lenses; understanding student performance indicators based the child's educational history and cultural background, reviewed in tandem with ELLs NYESESLAT scores, as well as considering the Targets of Measurement New Language Arts Progressions, which provides performance indicators for each modality. These progressions demonstrate how students at each level can meet the Common Core standard for their grade level, using grade level text, with appropriate supports, across the four modalities of Listening, Speaking, Reading and Writing.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

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

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The ENL teachers (Ms. Silva and Ms. Rubie) evaluate the success of P811M's programs for ELLs by focusing towards the Adequate Yearly Progress (AYP). The ENL teachers work cooperatively with the school staff to assist our ELL students to perform their best on their standardized and alternate assessment exams by: utilizing portfolios and different assessment tools to evaluate the students' progress (teacher- made checklists, informal tests and rubrics). The ENL teachers use the Whole Child Approach by teaching our students how to be healthy and safe. They also engage their students in different social challenging situations with peers and adults. Ms. Silva and Ms. Rubie assess these social interactions by observing how the students are progressing in making more friends. Our school assesses and evaluates ELL new language acquisition and success based on NYSESLAT scores. Using the five levels of Language Progressions: Entering, Emerging, Transitioning, Expanding, Commanding, the ENL teams then target instruction for students, and facilitate supports, across the four modalities of Listening, Speaking, Reading and Writing.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

As part of the identification process for the English Language Learners (ELLs), parents need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language. This HLIS is presented and finished at the Committee of Special Education (CSE). The CSE is where our parents first arrive, as the beginning step for District 75. The Department of Education has created the HLIS in fifteen languages other than English, because these are the main languages of our students. Additional languages may be required from the Translation and Interpretation Department if they are needed. During the students' intake, an informal initial assessment interview is performed with each student in English. During the interview, if it is noted that the student is a speaker of a language other than English, an interview is conducted in their native language. Consequently, if it is determined by the HLIS that the student is a Limited English Proficient (LEP) student, and English as a Native Language (ENL) certified teacher (Ms. Silva or Ms. Rubie) will administer the NYSITELL. The assessment score may show that the student is in need of the English as a Second Language (ENL) services and the ENL teachers (Ms. Rubie or Ms. Silva) will place the student in the Freestanding ENL program according to their proficiency level. Students whose native language is Spanish are also administered the NYSITELL at the LPT's recommendation. This process must be done within 20 days because all our students have IEPs. Finally, after the HLIS, NYSITELL and Spanish Lab (if necessary) are administered the ENL teachers and the testing coordinator fill out the ELPC screen to indicate that the students are ELLs. To initiate the HLIS process, the school must administer the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) question on the HLIS Part 1 questions (1-4); (2) questions on the HLIS Part 1 (questions 5-8) indicate the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. The home language is determined based on a combination of the interviews with the parent and student and responses to the questions on the HLIS.

The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so parents may receive language assistance on their preferred languages.

The 4 steps described above and placement into the ELL program chosen by the parent are completed within 10 school days (20 school day for students entering with IEPs).

If administration of the HLIS determines the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English the ELL Identification Process continues to Step 2.

For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her schoolwork and review the Individualized Education Program, in order to determine NYSITELL eligibility.

If the student has an IEP and Home Language is other than English, the Language Proficiency Team (LPT) will convene to review

evidence of the student's English language development. The LPT team consists of an administrator, a certified ENL pedagogue, a qualified translator or certified Bilingual pedagogue or related-service provider in the child's native language, the student's parent, and the Committee for Special Education (CSE) Director.

Based upon the LPT's recommendation, the student will either take the NYSITELL or deemed not eligible to take the NYSITELL. If this is the case, the LPT's recommendation will be sent to the principal for review, upon review, the principal determines whether or not the student should take the NYSITELL. If the student is determined to take the NYSITELL, the test will then be administered and the ELL Identification process will continue. If the student's NYSITELL scores determine the student is an ELL, then they will be taken as a new ELL.

If the principal determines the student should not take the NYSITELL, then his determination will be sent to the superintendent for review. The parent or guardian will be notified within 3 days of the decision made. If the superintendent determines the student should not take the NYSITELL, the parent will be notified and the ELL Process terminates.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If there are indications within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling, we will then proceed with the SIFE Identification Process, for students that are newly identified ELLs and in grades 3 to 9 and at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. Our school follows the SIFE Identification Process, in administering the oral interview questionnaire, and for those students who's home language is Arabic, Bengali, Chinese Haitian Creole or Spanish, we administer the Literacy Evaluation for Newcomer SIFE or (LENS). Initial SIFE status must be indicated in DOE's data collection systems no later than 30 days from enrollment (BNDC). As per CR Part 154, our school has up to one year to make a final determination of SIFE status. Initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores are at intermediate/transitioning level or higher on the NYSESLAT.

Parental involvement is a major facet of The Mickey Mantle School's mission. Parents are the sole determinants of ELL programs their children receive, initially and in subsequent years. The Committee of Special Education (CSE) always ensures that their meetings are in conjunction with the parents. Since our school provides the program choice of Freestanding ENL, we guarantee that our new parents understand the philosophy behind the Freestanding ENL program. The Mickey Mantle School schedules breakfasts at its sites for the parents within the first month of the new school year which is facilitated by the parent coordinator. The purpose of these meetings is to serve as a meet and greet as well as to provide parents with an orientation of the services that we offer. During the orientation meetings, we (Ms. Silva and Ms. Rubie) explain to the parents that the ENL program is a service that will benefit their children through the English Language Arts Program. The students will receive instruction in listening, speaking, reading and writing English. In addition, the ENL teachers (Ms. Silva and Ms. Rubie) inform the parents or guardians of ELLs of : the school system, program objectives, state and city standards, curriculum, assessment, students' expectations, special projects, such as recycling, and the educational program regulations. Finally, to ensure that the parents' choices are reflected, the ENL teachers and the testing coordinator fill out the ELPC screen to indicate parents' selection.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The Mickey Mantle School is a District 75 school with a Freestanding ENL program. The program model offered in our school is created with the notion of servicing the needs of the students, their IEP recommendations, and with the intention of increasing parental involvement. Since the placement is determined by the CSE, most schools in district 75 do not provide parent surveys, program selection forms for ENL/bilingual services or entitlement letters. The parents are informed about our ELL program model, at the first-step intake process at the CSE meeting. When a student is identified as requiring ENL services from Ms. Silva or Ms. Rubie, certified TESOL teachers, an informal letter welcomes the students and their parents to the ENL program. The letters are distributed by the ENL teachers and sent home in the students' backpacks. A follow-up call will be made by the ENL teachers (Ms. Silva and Ms. Rubie) to verify that the letters have been received. When the letters are returned, they are stored and secured in a locked filing cabinet by the ENL instructors. At the meet and greet breakfasts for parents, the ENL teachers, (Ms. Silva and Ms. Rubie) discuss the Transitional Bilingual, Dual Language and Freestanding ENL programs with the parents. We (Ms. Silva and Ms. Rubie) encourage the parents to question any of these three programs. Interpretation will be provided for parents at any time if necessary. If either of the other two programs become available, the ENL teachers, (Ms. Silva and Ms. Rubie) will contact the parents. The Appendix of EPRG for SIFE is used to support identification. Parents have a timeline of 20 days to accept or reject the LPT recommendations.

The LPT team consists of an administrator (one of the Assistant Principals), a certified ENL pedagogue (Ms. Silva and Ms. Rubie), a qualified translator or Bilingual certified related-service provider fluent in the child's native language (Mr. Zalazar or Ms. Martina Nunez), the student's parent, and the Committee for Special Education (CSE) Director. Based upon the LPT's recommendation, the student will either take the NYSITELL or deemed not eligible to take the NYSITELL. If this is the case, the LPT's recommendation will be sent to the principal for review, upon review, the principal determines whether or not the student should take the NYSITELL. If the

student is determined to take the NYSITELL, the test will then be administered and the ELL Identification process will continue. If the student's NYSITELL scores determine the student is an ELL, then he or she will be taken as a new ELL student.

The letters are distributed by the ENL teachers, and sent home in the students' backpacks. A follow-up call, will be made by the ENL teachers (Ms. Silva and Ms. Rubie) to verify that the letters have been received. When the letters are returned they are stored and secured in a locked file cabinet by the ENL instructors. At the meet and greet breakfasts for parents, the ENL teachers (Ms. Silva and Ms. Rubie) discuss the Transitional Bilingual, Dual Language, and Freestanding ENL programs, with the parents. We (Ms. Silva and Ms. Rubie) encourage the parents to question any of these three programs. If either of the other two programs become available, the ENL teachers (Ms. Silva and Ms. Rubie) will contact the parents.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with IEPs, including ELLs, is determined by the CSE. Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE parent notification letters in the parent's preferred language. Parents will be sent an Entitlement letter, Non-Entitlement letter or Continued Entitlement letter. In District 75, this process is done at the CSE.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

The ELL Re-Identification Process allows parents who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-Identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian, a student's teacher or a student of 18 years of age or older.

All correspondence initiated by the school to parents will be sent in the parent's preferred language. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The School consults with parent or guardian. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2 (u), of the student's abilities in listening, speaking, reading and writing in English. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of qualified school personnel, the School Principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. Written notification of the decision is sent from the Superintendent to the Principal, parent, guardian and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the Principal. All notifications and relevant documents must be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In District 75, this process is done at the CSE.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
In District 75, this process is done at the CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In District 75, this process is done at the CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
In District 75, this process is done at the CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL teacher and Pupil Accounting Secretary have access to and are responsible for maintaining ELL documentation. Originals and copies are placed in the students cumulative folders. ELL documentation are securely held in the individual student permanent records. The Pupil Accounting Secretary is responsible for maintenance of all school records, which includes ELLs. Both the ENL teacher

and Pupil Accounting Secretary have access to ELL documentation. Originals and copies of ELL documentation are kept in the student's permanent file.

11. 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.

Strategic steps are taken in order to assure all eligible ELLs are administered the NYSESLAT assessment. The ENL teachers, Melody Rubie and Rita DaSilva work closely with the test coordinator Jacqueline Bacchus to identify each student eligible for testing. Both ENL teachers start with a list of these caseloads. The following reports are generated in ATS: RELC, RLER, RLAT, RPOB, and RHSP (if necessary.) These reports are cross referenced with current caseloads to assure no students are missed for NYSESLAT testing. Once this list is established, the students grade bands are determined by the NYSAA grade level age chart for alternate assessment students and ATS is referred to for grades of Standardized assessment students. All students' IEPs are referenced to assure all students receive the proper testing accommodations prior to testing. A testing schedule is created to ensure all four components are properly administered by the ENL pedagogues. This includes a schedule where the Speaking component is not administered by the students' current ENL teacher. Testing Coordinator plans, works closely with ESL teachers to administer the NYSESLAT. Strategic steps are taken in order to assure all eligible ELLs are administered the NYSESLAT assessment. The ENL teachers, Melody Rubie and Rita DaSilva work closely with the test coordinator Jacqueline Bacchus to identify each student eligible for testing. Both ENL teachers start with a list of these caseloads. The following reports are generated in ATS: RELC, RLER, RLAT, RPOB, and RHSP (if necessary.) These reports are cross referenced with current caseloads to assure no students are missed for NYSESLAT testing. Once this list is established, the students grade bands are determined by the NYSAA grade level age chart for alternate assessment students and ATS is referred to for grades of Standardized assessment students. All students' IEPs are referenced to assure all students receive the proper testing accommodations prior to testing. A testing schedule is created to ensure all four components are properly administered by the ENL pedagogues. This includes a schedule where the Speaking component is not administered by the students' current ENL teacher.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Entitlement and transitional support notification is discussed during IEP conferences in parent's native language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
In District 75, this process is done at the CSE.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Our English as a New Language program is a research-based program comprised of two components: a content area instructional component in English (including all core content, i.e. English language arts, math, science, or social studies) with home language supports and appropriate scaffolds, and an English language development component (Stand-alone and/or Integrated English as a New Language) and an English language development component (Stand-alone and/or Integrated English as a New Language). Our Integrated English as a New Language is a unit in of study in which students receive core content area (i.e., English language arts, math, science or social studies) and English language development instruction.

Our Stand-alone English as a New Language is a unit of study in which students receive instruction in order to acquire the English language needed for success in core content courses. Students receive Stand-alone English as a New Language in lieu of core content area instruction.

Our organizational models at The Mickey Mantle School are push-in, pull-out ENL services. The students are grouped based on the classification of student to staff ratios of 12:1:1, 8:1:1 and 6:1:1, within three consecutive grades and IEP

recommendations. Depending on these needs the push-in model is used to assist students across curricular areas and allow the students to remain in their classroom with their English speaking peers. Utilizing the push-in model allows the ENL and classroom teachers to collaborate in the facilitation of classroom instruction. As a result, the English Language Learners are given the opportunity to acquire the English language across all subject areas. In doing so, the ENL teachers (Ms. Silva and Ms. Rubie) provide both English and English Language Arts content instruction simultaneously. The push-in model proceeds at the rate that the ENL teacher (Ms. Silva or Ms. Rubie) considers the most beneficial to the ELL student. In addition, the program models consist of heterogeneous and homogeneous groupings. Our instruction values the students' backgrounds, the need to prepare the students for a college education. Our curriculum is aligned to the Common Core Learning Standards, the New Language Arts Progressions, and the New York State Language Standards. Parent and community involvement are of utmost importance.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The two certified ENL instructors (Ms. Silva and Ms. Rubie) ensure that the mandated number of instructional minutes is provided, according to the student's proficiency level through, our Freestanding ESL Program. The plan of the ENL teachers (Ms. Silva and Ms. Rubie), is to make certain, that our students are being fully serviced. According to CR-Part 154, correct mandated minutes in academic support with instruction in English is delivered. Minutes served are based on students' NYSESLAT scores. In collaboration with the ENL teachers (Ms. Silva and Ms. Rubie) and other pedagogues our school is meeting the New York State – mandated ENL/ELA allotted instruction times. In accordance with CR-Part 154 mandates, our ELLs in grades K-8, who scored at the entering and emergin proficiency levels are receiving 360 minutes of ENL services/week. In Spring 2014, our students will be administered the NYSESLAT. At the present time, the ENL teachers (Ms. Silva and Ms. Rubie) are preparing our entering and emerging students to excel in academic achievements. According to CR-Part 154 mandates, all the P811M English Language Learners who will reach their advanced level will be given 180 minutes of ENL/180 minutes of ELA/week. Students participate in the ELA program with their classroom teachers. Since P811M has grades from K to 8th when our ELLs move to the high school level, the ESL teachers will assure that our students will continue their ENL services, with the correct mandated minutes. Students who attain an Entering Proficiency level will receive 1 unit of Standalone ENL study (180 minutes) and 1 unit of Integrated ENL (180 minutes) with an additional unit of Standalone or Integrated ENL instruction (180). Students who attain an Emerging Proficiency level will receive .5 Standalone ENL unit of study (90 minutes) and 1 Integrated unit of study in ENL/ELA (180 minutes), with an additional .5 unit of study either Standalone ENL or Integrated ENL of (90 minutes). Students who attain a Transitioning Proficiency level of proficiency will receive .5 unit of study in ENL/ELA (90 minutes) and .5 unit of study in either Standalone or Integrated ENL, Students who attain an Expanding level of proficiency will receive 1 unit of study in ENL/ELA or Content Area (180 minutes), students who attain a Commanding level of proficiency will receive .5 unit of study per week of Integrated ENL in ELA/Content Area or other approved former ELL services for 2 additional years.

3. Describe how core content is delivered in each program model. 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.

In New York City there are three ELL programs offered to parents at the time of initial ELL identification: Dual Language (DL), Transitional bilingual Education (TBE) and Freestanding English as a new language (formerly known as ESL). Transitional Bilingual Education are designed so students develop conceptual skills in their home language as they learn English. In TBE programs, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. TBE students receive 75 % of instruction in their home language and 25 % in English. The second instructional model offered to ELLs in New York City is Dual Language. Dual Language programs are designed to continue developing student's home language as well as English language skills throughout their schooling. Dual language programs serve both ELL students in need of English language development and monolingual English-proficient students who are interested in learning a second language. Both groups provide good linguistic role models for each other and, through their interactions, support language development in both languages. In a Dual Language program, students receive half of their instruction in English and half of their instruction in the other/target language.

The third model offered ELLs in New York City is the English as a New Language (formerly English as a Second Language). Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. Stand-alone ENL instruction develops English language skills so that students can succeed in core content courses and is delivered by a certified ENL teacher.

Integrated ENL is instruction to build English language skills so that students can succeed in core content courses. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher

(English language arts, math, science, or social studies).

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

Balanced Literacy

Total Physical Response (TPR)

Cooperative Learning

Whole Language Instruction

Community Language Learning

Natural Approach for Second Language Acquisition

Cognitive Academic Language Learning Approach (CALLA)

Differentiated Instruction

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

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

All new admits to the Department of Education or students who have been away from New York State Education for over two years who have a home language of Spanish and are determined by the LPT to be eligible for testing will be administered the NYSITELL. Based on the results of the NYSITELL, the student may be evaluated with the Spanish Lab. Within our school, bilingual guidance counselors, Orlando Zalazar and Nayleen Droz administer the Spanish LAB. When necessary, alternate placement paraprofessionals work with pedagogues to formally and informally assess students' progress. Formal assessments include SANDI, NYSAA, webABLLS, Iready, Fountas and Pinnell. Informal assessments include teacher observations, sample student work in student portfolios, and probe data. With the assistance of alternate placement paraprofessionals students are evaluated in using their home language throughout the school year. In order to ensure that our new English Language Learners are appropriately evaluated in the Spanish language the ENL teacher along with a Spanish Language Certified Pedagogue administers the Spanish Lab.

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

The P811M teachers evaluate their ELL students in all four modalities of English acquisition throughout the year by using the following assessments: Assessment of Basic Language and Learning Skills-Revised (ABLLS-R), NYSAA, SANDI, E-CLAS-2, Benchmark ELA and Math Assessments, and Fountas and Pinnel. The ENL teachers do ongoing assessments using teacher-made materials throughout the school year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

A. SIFE: Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English language learner.

B. Newcomer: The Entering level students receive 1 unit of Stand Alone study in ENL of 180 minutes and .5 unit of study in ENL of 90 minutes.

C. Developing: Emerging level students receive 1 unit of study in ENL/ELA of 180 minutes of ENL instruction and 1 unit of study in ENL/ELA of 180 minutes, as well as 1 unit of study in ENL/ELA or other Content Area of 180 minutes per week.

D. Long-Term ELLs: These students who scored at an Transitioning level of proficiency receive .5 unit of integrated study in ENL/ELA of 90 minutes and .5 unit of study either stand alone or integrated ENL/Content Area of 90 minutes. Expanding

level proficiency receive 1 unit of integrated study in ENL/ELA or other Content Area study for 180 minutes and Commanding proficiency level students receive .5 unit of study per week of Integrated ENL in ELA/Content Area or other former approved ELL services for 2 additional years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Re-Identification as ELL or non-ELL students: Between 6 to 12 months from date of the superintendent's notification to the principal, parent, guardian, and/or student, the principal, must review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6 to 12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our school's instructional strategies and grade-level materials are created to meet the diverse needs of English Language Learners-Students with Disabilities (SWDS) within the least restrictive environment. P811M provides equitable and flexible access to concepts and ideas for students. In regards to inclusion, students with disabilities can work on individual skills and goals within the context of the general education curriculum. Some supplementary aids and services that P811M have used successfully include: modifications to regular class curriculum, assistance of an itinerant teacher with special education training, special education training for the regular teacher, use of computer-assisted devices and provision of note takers. All instructional materials are differentiated in terms of student grade, age and the specific needs of each student. Grade level materials aligned with Common Core Standards are used and differentiated using PECS (Picture Exchange Communication System) and other necessary differentiations based on each particular student's ENL needs and learning abilities. Additionally, Ipad and educational computer programs are used as engaging learning activities with students. Materials for entering, emerging, transitioning, expanding and commanding levels of proficiency are appropriately differentiated for each particular student in order to provide maximum access to instruction and plan for maximum success within each proficiency level. Once the students achieve their IEPs goals, P811M moves these students to a least restrictive environment, such as from a 8:1:1 to 12:1:1 setting and/or it places them in another school building in an inclusive classroom.

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

The ENL teachers (Ms. Silva and Ms. Rubie) use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals based on best practices. Examples of best practices are: cooperative grouping, collaborative learning, adapted and modified materials, co-teaching and planning, ongoing assessment, differentiated instruction, connecting prior knowledge, the use of SMART boards, and incorporating the Common Core Standards, in conjunction with the English Language Proficiency Standards. The grade level materials that the P811M ESL teachers implement in our program are Foundations of Wilson, Expeditionary Learning, and Engage NY Modules. When modifying curriculum to support individual learners, teachers engage students through multiple modalities. Examples include learning through song, physical movement through Total Body Response, and the use of visual cues. Once students achieve their IEP goals in content areas as well as socially and emotionally, P811M moves these students to a least restrictive environment, such as from an 8:1:1 to a 12:1:1 setting and/or places them in another school building in an inclusive classroom.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

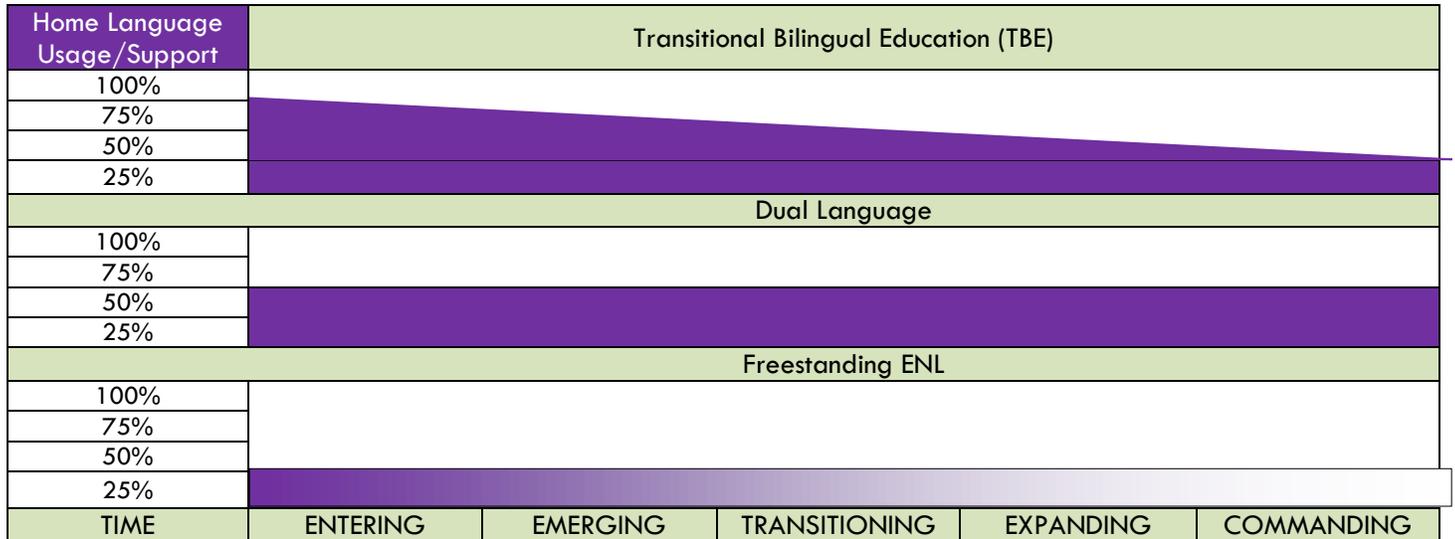


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. While an ELL student may learn social skills rapidly, it may take up to seven or more years to develop academic skills. Applied learning, Adapted Technology and Get Ready to learn are used to support our ELLs. Literacy intervention programs are: Balanced and Integrated Literacy, Social Emotional Literacy Program, Foundations of Wilson, Expeditionary Learning and Engage New York Modules. Math interventions are included within the RTI component of the Go Math Curriculum. Science interventions are incorporated through increased opportunities for inquiry based learning approaches. Social Studies interventions include learning through song and body movements by utilizing Total Physical Response. Academic Intervention services are provided by the Special Education teachers in English. A special program entitled News-2-You is provided for alternate assessment students as an additional AIS supplement. Coteaching between classroom teachers and ENL teachers and utilizing the push in model increases for entering and emerging subgroups.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. While an ELL student may learn social skills rapidly, it may take up to seven or more years to develop academic skills. Applied learning, Adapted Technology and Get Ready to learn are used to support our ELLs. Literacy intervention programs are: Balanced and Integrated Literacy, Social Emotional Literacy Program, Foundations of Wilson, Expeditionary Learning and Engage New York Modules. Math interventions are included within the RTI component of the Go Math Curriculum. Science interventions are incorporated through increased opportunities for inquiry based learning approaches. Social Studies interventions include learning through song and body movements by utilizing Total Physical Response. Academic Intervention services are provided by the Special Education teachers in English. A special program entitled News-2-You is provided for alternate assessment students as an additional AIS supplement. Coteaching between classroom teachers and ENL teachers and utilizing the push in model increases for entering and emerging subgroups.
12. What new programs or improvements will be considered for the upcoming school year? The P811M is meeting the needs of our ELLs in both content and language development. All teachers are made aware of our ELL population and their English proficiencies based on NYSITELL, Spanish Lab and NYSESLAT scores. In addition, ELL goals are included in each student's IEP goals. Teachers work collaboratively with the ENL teachers for Integrated ENL services occurring at school. In addition, assessments such as the Fountas and Pinnell Benchmark Assessment System, iReady, SANDI, WebAbles and student portfolios are all used to show both ENL and content area teacher student progress and growth. Data shows that the P811M NYSESLAT results have increased. Some students moved up an entire proficiency level. Based on these daily assessment results during instructional time, the ENL teachers have observed the students' growth in their listening, speaking, reading and writing skills.
13. What programs/services for ELLs will be discontinued and why? In the 2015-2016 school year, a new STEM lab will be constructed at 149, our offsite. This lab will offer students real world experiences through science, technology, engineering, and math. P811M will continue to implement the following programs: Theater Arts program which collaborates with outside community agencies, the Mickey Mantle Debate Team, School Store, Mighty Milers, Super Soccer Stars, Student Council Year Book, PBIS, RRS and Wellness in Our Schools. There are incentives in place such as a school store and the video games are positive reinforcers for the students, who have had good attendance and behavior throughout the month. The Mighty Milers is a school wide running program, incorporated by the physical education teacher. Each class runs twice a week in the gymnasium.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Currently, our school does not plan to discontinue any programs/services for ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Our English Language Learners are supported in their academic programs by having the opportunity to participate in all school programs. Their alternate bilingual paraprofessionals and their related support service providers make certain that they are provided supplemental services. The Title III After School Program is accessible to all ELLs in the building.
- P811M enjoys solid relationships with the community. Manhattan Borough President Gale Brewer, NYC Councilmember Helen Rosenthal and NYS Assembly member Lynda Rosenthal are all supporters and contributors to the school.
 - NYC Collaborates is a new partnership we have this year. The Principal and SEL committee presented to a wide cross-section (both DOE and Charter schools) of educators from across the city attended.
 - Along with 8 other schools across the city P811M was chosen to receive a Reading Discovery award offered by the Brooke Astor Fund for NYC receiving classroom libraries for classes K-3 with students in those classes receiving home libraries.
 - P811M in conjunction with PS 149M applied for and The New York City Community Learning Schools Initiative 501(c)(3) grant.
 - Additional community partnerships have been established to offer opportunities for enrichment and community-based instruction through ongoing field trips and on-site activities, in which all classes participate: Daniel's Music Foundation, Lincoln Center,

New Victory Theatre, El Museo del Barrio, The Guggenheim Museum, Good Dog and ASPCA Animal Assisted Therapy Program, the United States Coast Guard, Grow to Learn Gardening grant program, and The New York Hall of Science SciPlay program.

- Through a partnership with the District 75 Office of Inclusion and the Superintendent of District 4, we are in the process of implementing a new program that will lead to inclusive opportunities for select students, who will be integrated for portions of the day into co-taught lessons with their typically developing, grade-level peers in the collocated Mosaic Preparatory Academy or in a nearby community school. This will serve to provide LRE environments to students, who will be exposed to the general curriculum through higher order tasks aligned to the CCLS.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We do not have ENL or ELA standards, our ELL program follows the Common Core Language Standards. Using CCSL as our guide, the ENL teachers use various types of texts and ELL instructional technology using all electronic mediums such as iPads, Smartboards, Communication Devices, Sign Language, PECS, Computer Programs, fiction and non-fictional books and dictionaries.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

P811M is a Freestanding ENL Program model, therefore, Native language support is developed through different types of thematic units. These will be created taking into account the multicultural backgrounds of our ELL students. Students will be able to learn about one another as well as share information about their own culture. In this way, we (Ms. Silva and Ms. Rubie) are developing the pride of their heritage. Learning about different countries, different foods and holiday celebrations with the sense to create one community is our goal. Utilizing the Total Physical Response is another approach through modeling, body motions and visual aid, which will help students to internalize the meaning of the lesson. Another reference for native language support is the classroom library filled with books and dictionaries in the students' native language. Finally, alternate placement paraprofessionals in the classroom supplement extra support for native language, if needed.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

All services, supports and resources for ELLs are devised and correspond to the Common Core Learning Standards, students' cognitive needs and are differentiated based on the five ELL subgroups and according to age and academic grade level of students, as shown by their NYSITELL and NYSESLAT scores. Required services support and resources for ELLs correspond to the English Language Learners' ages and academic grade level. The purpose of this is to tap into the students' academic cognitive development in an appropriate manner.

19. What language electives are offered to ELLs?

School staff that assist the newly enrolled ELLs are Parent Coordinator, Counselors, Pupil Accounting Secretary, ENL teacher and Assistant Principals. Activities involved in welcoming new ELLs and their families to our sites are new ELL family meetings with the bilingual Parent Coordinator, introductory meetings with School Counselors, and family meetings with Content Area Teachers and Related-Services Providers. If the new ELL is enrolled prior to the academic school year, the student will be able to participate in Chapter 683, the District 75 summer program activities. The P811M in alignment with the New Language Arts Progression, and Common Core State Standards engage in programs and activities to assist newly enrolled ELL students. The newcomers are provided with the following services by the ENL team (Ms. Silva and Ms. Rubie): ENL integrated model, stand alone model, and collaboration with the classroom teachers, and paraprofessionals, as well as the parents. Activities include learning through multiple means of engagement such as song, body movements and the use of visual cues. We also encourage our students to buddy up with newly enrolled English Language Learners as an additional support system. Parent workshops are provided by the parent coordinator, Jennifer Celadilla, to support new families.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time, P811M does not offer language electives.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Currently, our school only features the ENL program.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
At P811M, there is a professional development plan for all ELL personnel, and teachers of ELLs, all subject areas, all content areas, paraprofessionals, related service providers, parent coordinator and administration. On Tuesday, November 3, 2015, the professional development will include the topic of Teacher Effectiveness in literacy, Quality IEP development using the PLOPs rubric and Alternate Assessment curriculum. On Tuesday June 9, 2016, the professional development will cover the Framework For Great Schools. These topics are of enormous benefit for everyone who works with English Language Learners. There are various opportunities throughout the school year for staff to participate in city wide and district wide professional developments.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The District 75 English Language Learner Office hosts professional development courses for all ELL teachers. After the ENL teachers (Ms. Silva and Ms. Rubie) attend their professional developments, the information acquired by them is distributed to all staff of ELLs. The purpose is for all the personnel (teachers, paraprofessionals, related service providers, secretaries, parent coordinator and administrators) who are involved with ELLs to be aware of teaching best practices, Common Core Learning Standards, methodologies, approaches and strategies that will help our ELL students to be successful.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
P811M serves students from kindergarten to eighth grade. Many students from elementary school will continue middle school in the same building. The ENL teachers (Ms. Silva and Ms. Rubie) will collaborate with the middle school instructors. This will facilitate the students' transition to middle school. The ENL teachers will thoroughly discuss the strengths and weaknesses of the ELL students, their learning styles, and their NYSESLAT proficiency levels. Furthermore, when the ELL student is transitioning from middle school to high school, the ENL teachers (Ms. Silva and Ms. Rubie) will be part of the team to decide the best placement for the student. P811M serves students from kindergarten to eighth grade. Many students from elementary school will continue middle school in the same building. The ESL teachers (Ms. Silva and Ms. Rubie) will collaborate with the middle school instructors. This will facilitate the students' transition to middle school. The ESL teachers will thoroughly discuss the strengths and weaknesses of the ELL students, their learning styles, and their NYSESLAT proficiency levels. Furthermore, when the ELL student is transitioning from middle school to high school, the ESL teachers (Ms. Silva and Ms. Rubie) will be part of the team to decide the best placement for the student. The guidance counselor, Brian Joyce does parental outreach (phone calls, in person meetings) for all students transition from middle school to high school. He arranges for high school visits with parents and prospective schools. He is trained to work within the STEMS system to assure ELLs transitioning submit their choice for high school. Collaboration between the students' teachers, parent(s), the guidance counselor, and the student is ongoing throughout this important transitioning phase.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Meetings are scheduled at the beginning of the year with parents to discuss individual student needs and goals based on assessment. Student progress is discussed at various times during the year.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: P811M Mickey Mantle School**School DBN: 75M811**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barry Daub	Principal		10/28/15
Vilma Melendez	Assistant Principal		10/28/15
Jennifer Celadilla	Parent Coordinator		10/28/15
Melody Rubie	ENL/Bilingual Teacher		10/28/15
Illena Rodriguez	Parent		10/28/15
Lanez Cragen	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		10/28/15
Alisa Bentley	Coach		10/28/15
Alexandra Lillie	Coach		10/28/15
Nayleen Droz	School Counselor		10/28/15
	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		10/28/15
Rita DaSilva	Other <u>ENL Teacher</u>		10/28/15
Yanela Rodriguez	Other <u>Speech Teacher</u>		10/28/15
	Other _____		10/28/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 75M811 School Name: P811M
Superintendent: Gary Hecht

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data used to assess language preferences of the parent community for both written and oral communication is Part 3 on the HLIS which includes the language in which the parent wants to receive written information, along with oral communication from the school. The HLIS is kept in the student's cumulative file and faxed into SESIS. Educators can also access this data through the student's profile in SESIS. Under the section "Family Information" the parent/guardian is asked to fill out their "preferred language of communication" for both written communication and oral communication. The emergency contact cards are completed every new academic school year. The ATS report, RPOB is another tool used to determine and assess the home language needs of the school community.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish and French

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All letters sent to parents from the school are translated when these documents will be sent to parents. These include notices regarding parent orientation, parent-teacher conferences, early dismissal, school events, invitations, information about after school and community based programs, and NYS testing dates.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The various meetings include parent conferences in the fall and in the spring. We also hold annual IEP meetings with parents whenever there is an annual review, triennial and reevaluations. Additionally, parents will participate in the HLIS interview conducted with parents and their children. Parent are also invited to Language Proficiency Team meetings regarding ELL service consideration for their children.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The Mickey Mantle School provides oral interpretation services in the Spanish language with the assistance of the following staff: French speaking parent, a bilingual social worker and some

paraprofessionals. In addition, we include our bilingual Assistant Principal to help with parental translation and interpretation needs. If no staff member has the capability of speaking the primary language of the parent, the Translation and Interpretation Unit will perform the service. This action is available through a three-way phone conversation or a staff member from the Translation and Interpretation Unit who will come to our school to assist with the parents translation or interpretation needs.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During the staff meeting at the beginning of the school year, all staff will be provided with the Translation and Interpretation Brochure. The Language Assessment Coordinator, Jennifer Celadilla, is responsible for meeting with staff and providing guidance on how to use translation services and the over the phone interpretation service.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Bill of Parents Rights and Responsibilities is available at The Mickey Mantle School. In addition, our school provides a school safety plan for parental information.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent coordinator will provide parents with a parent survey that will provide the school feedback regarding the services made available.