

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q220

School Name:

P.S. 220 EDWARD MANDEL

Principal:

JOSETTE PIZARRO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 220Q School Number (DBN): 28Q220
Grades Served: PreK-5
School Address: 62-10 108 Street, Forest Hills, NY 11375
Phone Number: 718-592-3030 Fax: 718-271-7642
School Contact Person: Josette Pizarro Email Address: JPizarr@schools.nyc.gov
Principal: Josette Pizarro
UFT Chapter Leader: Lana Rozenberg
Parents' Association President: Mr. Harris
SLT Chairperson: Josette Pizarro/Mr. Harris
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): Kelly Sammrco

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd, Ozone Park, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
718-281-3509
Phone Number: 917-520-6743 Fax: _____

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)
Josette Pizarro	*Principal or Designee	
Lana Rozenberg	*UFT Chapter Leader or Designee	
Mr. Harris	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Kelly Sammarco	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	
Anna Gambino	Member/ Teacher	
Michael Savino	Member/ Teacher	
Maria Brusca/Jennifer Lloyd	Member/ Teacher	
Laura Reyes	Member/ Parent	
Sanjeev Thapar	Member/ Parent	
Jeanny Nunez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laxmi Mamidela	Member/ Parent	
Gulia Pasha	Member/ Title I parent Representative	
	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.

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

Our school consists of 701 students, which includes 340 female and 361 male. 97% (680) of these students are in a General Education Setting. 7% (48) are in a least restrictive environment and 2% (21) is in the most restrictive environment. On each grade level, Kindergarten through 5th Grade, there is one ICT class. 21% (148) students are in a Gifted and Talented Class ranging from Kindergarten up to 5th Grade.

At P.S. 220, 18% of our students (129) are English Language Learners. This range is from Grades K through Grade 5. There are 32 languages with the three biggest subgroups consisting of English (44%), Russian (15%) and Spanish (11%). Additional languages include Chinese, Tajik and Uzbek. Our English Language Learner population is unique in that that majority of the students are White. Our statistics indicate that 37% of our students are Caucasian, 30% of our students are Asian and 24% of our students are Hispanic.

A key focus for our work for the 2015-2016 school year include data that has been compiled from our Advance overall Teacher Data which reflects 39% of Highly Effective Teachers, 55% Effective Teachers, 6% Developing Teachers and 0% ineffective Teachers. Our data specific to 1a (Demonstrating Knowledge of content and Pedagogy) reflects 34% of our teachers are Highly Effective, 62% of our teachers are Effective 2% of our teachers are Developing.

P.S. 220's Quality Review Data indicates that 1.2 reflects a need to develop teacher pedagogy from a coherent set of beliefs about how students learn best. This includes questioning and discussion strategies, scaffolded instruction for our English Language Learners as well as our Students with Disabilities and ensuring that higher order thinking skills are supported during instruction. For Quality Indicator 1.1 Curriculum, Quality Review Data indicates a need to further develop Coherent Curriculum that includes engagement and rigor. This includes coherence across grades and students demonstrating thinking through questioning and discussion.

A focus on instructional shifts and The Framework for Teaching are areas that are a focus of development. For Quality Indicator 2.2 Assessment, P.S. 220 received a Well Developed rating. For Quality Indicator, 4.2 Teacher teams and leadership development P.S. 220 received a Well Developed rating. As a result of our data findings we will develop goals that support the alignment of our Quality Review Data and our Advance Data which supports developing teacher Pedagogy and Curriculum .

At P.S. 220 we take pride in our school initiatives and that 100% of our school community is engaged in Teacher Teams in order to provide opportunities for teachers to participate in professional growth and share best practices. Inquiry Teams are established where teachers analyze student data leading to increased teacher practice and students performance. These teams include grade-wide and school-wide collaborations and use the Data Wise Process and protocols for looking at student work. In addition, the staff is able to review work in relation to expected outcomes in order to make decisions regarding next steps for planning and instruction to impact student outcomes. Book Club Teams are also in place, which are based on interest, in order to grow and develop professionally.

At P.S. 220, we have established a partnership with families to support students' progress towards college and career readiness. During Tuesday Parents engagement time, teachers work with parents to provide workshops on a variety of

topics that strengthen families ability to support their children. Time is also used to communicate next steps and actions plans for individual students. Our school distributes a school wide Progress Report in January, which is an outgrowth of conversation with our School Leadership Team, in order to provide our parents with addition information regarding their child's progress. Partnerships with community organizations include The Central Queens Y, Costco Tutoring, Cultural After School Adventures Program (CASA), Boy Scouts, Mighty Milers, Greenthumb, Grow to Learn and Ecco-learn. P.S. 220 maintains a Basketball Team coached by one of our teachers and a Violin club hosted by our music teacher, myON on-line reading program, Mathletics on-line math program and Jazz at Lincoln Center.

28Q220 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	711	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	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		66.4%	% Attendance Rate	94.5%
% Free Lunch		66.8%	% Reduced Lunch	7.7%
% Limited English Proficient		19.3%	% Students with Disabilities	15.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	8.7%
% Hispanic or Latino		24.1%	% Asian or Native Hawaiian/Pacific Islander	29.9%
% White		35.0%	% Multi-Racial	1.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.11	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	0.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	8.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		33.7%	Mathematics Performance at levels 3 & 4	45.4%
Science Performance at levels 3 & 4 (4th Grade)		84.5%	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			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
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		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
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		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
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		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
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.

On the 2014-2015 Quality Review we received a proficient rating in 1.2 which is to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, alignment to the curricula, engagement of students and meeting the needs of all learners resulting in meaningful work products.

Feedback from the Quality Review indicator 1.2 reflects a need across a vast majority of classrooms to further develop, teaching strategies (including questioning, scaffolds in English and/ or native language where appropriate, and routines). A need to strategically provide multiple entry points for instruction and high-quality supports and extensions into the curricula so that all learners, including English Language Learners and Students With Disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products. Our Advance MOTP Data indicates for 1a Demonstrating Knowledge of Content and Pedagogy HE 33% E 63% D 2% and 1e Setting Instructional Outcomes HE 65% E 1% D 7% .

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.

Across a vast majority of classrooms, by June 2016 there will be a 5% improvement in teacher pedagogy that supports the schools instructional focus of metacognition as measured by components, 1a,1e & 3b, 3c, in Danielson Framework For Teaching.

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) <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>
Ongoing Professional Development Allocation After School	Pedagogues	Weekly	Admin/Pedagogue
• Blooms Taxonomy	Pedagogues and Parents	Ongoing	Admin./Pedag./Staff Dev.
• Depth of Knowledge	Parents/Pedagogues	Ongoing	ENL Team
• Rubrics	Pedagogues	Ongoing	Administration
• Danielson Framework	Pedagogues	Ongoing	Administration/Pedagogues
• Questioning and Discussion Techniques	Pedagogues	Ongoing	Admin./Pedagogues
• Multiple Entry Point Instruction	Pedagogues	Ongoing	Administration/Pedagogues/Coach
• Differentiation	All Pedagogues	Ongoing	Pedagogues
<p>Teacher Teams</p> <ul style="list-style-type: none"> • Inter-visitations amongst peers • Common Prep Periods • June Planning • Math Coach Planning Meetings • Inquiry 	Pedagogues	Ongoing	Admin/Pedagogues
<p>-Teachers College Professional Development</p> <ul style="list-style-type: none"> • On site 	Pedagogues	Ongoing	Admin./Pedagogues

• At T.C. Location			
• Visitations with other schools			
English Language Learner Cohort Meetings	Pedagogues	Ongoing	Central/Admin.
• On-site			
• Central			
• Compliance			
-Parental workshops will be conducted to keep parents informed of teacher practice and curriculum adjustments	Parents	Ongoing	Admin./Parent Coordinator
-Curriculum Night/Open House	Parents	Sept./May	Admin./Pedagogues/Parent Coordinator

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.											
<ul style="list-style-type: none"> • Common preparation periods • Intervisitations • Teachers College Professional Development • Danielson Framework • English Language Learner Teachers • Special Education Teachers • All Professional Development 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	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.
<ul style="list-style-type: none"> • Observations that are aligned to the Danielson Framework • Benchmark Assessments four times during the school year • Intervisitations that identify strengths and areas in need of teacher pedagogy • Advance Teacher Data with a focus on 1a,1e,3b,3c
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.

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.

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

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		21st 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 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>

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		21st 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.

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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.

According to the NYC School results PS 220 reflects an 85% response rate in the category of strong family and community ties. 61% of our families responded to the school survey. This indicates that our parents view the school with with a positive lens. 80% of our parents gave volunteered once or never during the 2014-2015 school year. This indicates a need to develop systematic ways to recruit and maintain parent volunteers.

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.

To increase parent involvement during our 2015-2016 school year by 10% which will be measured by an increase of parent attendance on sign-in documents, additionally family involvement activities, morning and evening workshops, weekend events and parent workshops and parent teacher conferences.

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) <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>
<ul style="list-style-type: none"> • English Language Classes 	Family Members who are not English Lang. proficient	There are instructional cycles throughout the year. Parents meet twice a week in the morning.	Parent Coordinator
<ul style="list-style-type: none"> • Paraprofessional "Meet the Parents" Workshop 	Parent	Sept./Oct.	Admin./IEP Liaison
<ul style="list-style-type: none"> • Monthly Newsletters 	Parents	Monthly	Pedagogues/Admin./Parent Coordinator
<ul style="list-style-type: none"> • Unit Celebrations 	Parents	Ongoing	Pedagogues/Admin
<ul style="list-style-type: none"> • Parent Communication 	Parents/Students	Weekly	Pedagogues/Admin./Parent Coordinator
<ul style="list-style-type: none"> • Award Celebrations 	Parents/Students	Monthly	Admin./Pedagogues/Parent Coordinator

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

Part 5 – Progress Monitoring

<p>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.</p> <p>In January, we will review the parent attendance at school wide events and classroom events. We will survey parents and obtain feedback that will assess the amount of times they have been invited to the school for school wide and class events. We will track the amount of times parents have come to the school .</p> <p>We will also publicize through our outside school communication system times for parent meetings, events and happenings.</p> <p>We will highlight the events and times that are designated for our parent community through robo-calls, reminder flyers as well as our monthly newsletter.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	-State test results -In house data such as unit assessments and classwork	-Teachers' College Reading and Writing Project: strategy groups, shared/interactive reading and writing, guided reading, Words Their Way -Mindplay	Small groups Push in/pull out Groups are flexible and change as needed	During the school day
Mathematics	-State test results -In house data such as unit assessments and classwork	-Basic Skills/Fundamentals -Support Support Math Program -Mathletics	Small groups Push in/pull out Groups are flexible and change as needed	During the school day
Science	-In house data such as unit assessments and classwork	-Re-teaching activities, vocabulary development	Small groups Push in/pull out Groups are flexible and change as needed	During the school day
Social Studies	-In house data such as unit assessments and classwork	-Lower level text that supports instructional outcomes, repeated reading	Small groups Push in/pull out Groups are flexible and change as needed	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Committee Meetings Teacher recommendations and observations	Guidance Kindergarten – one student Grade One – two students	Small groups Push in/pull out Groups are flexible and change as needed	During the school day

		Grade Two– three students		
		Grade Three – one student		
		Grade Four – one student		
		Grade Five – one student		

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	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.
<ul style="list-style-type: none"> • New teacher meetings • Partnerships with Colleges • Peer Mentoring Program • Math Coach to support practices • Teachers College Staff Development

2b. High Quality and Ongoing Professional Development

Describe the 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).
<ul style="list-style-type: none"> • Newtork Professional Development • Teachers' College Professional Development within the school community and at Teachers' College • English Language Learner Workshops for General Education Teachers • Weekly Professional Development on various topics • Vertical Team Meetings which include one representative from each grade and/or various out of classroom service providers • Book Study

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
For students attending PreK at our school parents engage in workshops to support students’ academic and social growth. Families receive a newsletter that includes the curriculum and expectations for learning for all students in Pre-Kindergarten through Grade Five. In addition, each year we hold a parent orientation to help parents within the greater community to understand the curriculum, practices and vision of our school. The orientations are held in January prior to Kindergarten pre-registration and again in June for parents who have accepted a seat at our school.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	270,763.00	X	P# 12,18
			X	P# 25,12
			X	P # 13,30
Title II, Part A	Federal	40,829.00		
Title III, Part A	Federal	14,796.00	X	P.#13,30
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,539,721.00	X	P.#17,18

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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 220Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed

to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 220Q** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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)

P.S. 220Q, 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>PS 220 Edward Mandel</u>	DBN: <u>28Q220</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>104</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</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: _____

Rationale:

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

Subgroups & Grade Levels:

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

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

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

Part I- Instruction During The School week

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

Monday (Bimonthly): Curriculum Development and Focus Group
12/1, 12/15,

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

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

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

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

Monday (Bimonthly): Curriculum Development and Focus Group

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

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

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

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

Part II - Saturday Instruction

Saturday : Beginning in March and concluding in May 2015

Part B: Direct Instruction Supplemental Program Information

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

Date: March 9, 2015

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

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

March 14, 2015- Grades 1 & 2

March 21, 2015- Grades 3, 4 & 5

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Part III- Saturday Intergenerational Walking Tour

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

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

Providers:

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

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

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

Types of materials:

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

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

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

Websites:

Part B: Direct Instruction Supplemental Program Information

www.nyc.gov

www.tripadvisor.com (search New York City)

www.nycgo.com

www.nps.gov/ellis (Ellis Island)

Book Titles:

[Coming to America by Debra P. Hershkowitz](#)

[Ellis Island by Elaine Landau](#)

[Old New York City by Isabel Jackson](#)

[Immigrants by Martin W. Sandler](#)

[The Keeping Quilt by Patricia Polacco](#)

[A Picnic in October by Eve Bunting](#)

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

To develop ELL students' content skills, such as, Math and Social Studies, we will construct our lessons by infusing the academic language that our ELLs encounter during their daily lessons. Students learn how to read a map by following symbols and train numbers, measure distances between stops and create a timeline that represents immigration into New York City which will support our intergenerational walk.

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

Teachers will use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation students will transfer skills and recreate concepts and display language across genres. We will ensure that our ELL students apply metacognitive strategies by using self monitoring checklists, student assessment charts and rubrics. These strategies will support the intergenerational walking tour of NYC. Students will have the opportunity to create projects based on their research and classwork representing New York City and the many immigrants to America. In addition, students will have the opportunity to highlight important sights and points of interests. The aforementioned above strategies and methods are part of the school's core belief of providing multiple entry points for English Language Learners as they continue to strive for success in school and further up the higher educational ladder through college and career readiness.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Our data indicates that our ELL students require support in reading, writing and listening across content areas. The ESL teachers and general education teachers will attend and participate in periodic school based and city wide professional development to assist our ELL students in determining their strengths and supporting areas in need of growth. Teachers will attend professional development as it becomes available by Teachers College, Universities, DELLSS and TESOL. Currently, teachers are in the process of attending a cohort hosted by DELLSS which will focus on Writing Language Objectives for English Language Learners. This PD will provide teachers with ways of articulating the academic language skills ELL students need to have equal access to the curriculum. Additionally, the workshop will provide guidelines in developing mathematic language objectives to assist English Language Learners in achieving academic language fluency. Furthermore, teachers have registered to participate in a two-day workshop on preparing for and unpacking the NYSESLAT exam. The sessions will focus on instructional practices for supporting ELLs across the year (not test administration) including discussion of key item types related to language learning, as well as their alignment to Common Core Learning Standards.

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Schedule & Duration:

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

- Topics to be covered for providing P.D.
Unpacking the NYSESLAT
Integrating ELL structures in Writing Workshop
Assimilating Newcomers to our School community
How to utilize visual aid support for English Language Learner students

Providers:

ELL Teachers will provide workshops to general education teachers.

Dates:

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

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-
-

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

Part D: Parental Engagement Activities

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

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

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

Part IV

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

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 28	Borough Queens	School Number 220
School Name Edward Mandl		

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 Josette Pizarro	Assistant Principal Hope Monnes
Coach S. Valenzuela	Coach type here
ENL (English as a New Language)/Bilingual Teacher D. Galatsanos, N. Shabani	School Counselor Christina Rodriguez
Teacher/Subject Area J. Costa ENL Teacher	Parent Mr. Harris
Teacher/Subject Area C. Swantak	Parent Coordinator Z. Torres
Related-Service Provider L. Rozenberg	Borough Field Support Center Staff Member Marlene Wilks
Superintendent Mabel Sarduy	Other (Name and Title) type here

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
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		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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	657	Total number of ELLs	112	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 type="checkbox"/>	7 <input type="checkbox"/>	8 <input 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	112	Newcomers (ELLs receiving service 0-3 years)	108	ELL Students with Disabilities	19
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	108	0	15	4	0	3	0	0	0	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): _____	Number of students who speak three or more languages: _____
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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	4	1	2	2	1								0
Chinese	0	2	0	1	0	1								0
Russian	5	7	2	4	2	5								0
Bengali			1											0
Urdu					1	1								0
Arabic	3		1		1									0
Haitian														0
French														0
Korean														0
Punjabi						1								0
Polish					1									0
Albanian														0
Other UZ, TZ	8	11	13	10	15	4								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)	12	4	5	3	6	1								0
Emerging (Low Intermediate)	2	3	3	3	5	1								0
Transitioning (High Intermediate)	3	2	4	1	8	5								0
Expanding (Advanced)	1	13	6	10	4	5								0
Commanding (Proficient)	0	7	7	4	4	7								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

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		7	9	7	13	7								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	1	1	0	0
4	13	3	1	0	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	14		3	1	2		1		0
4	7		9	1	2		1		0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		4		13				0
8									0
NYSAA Bilingual (SWD)									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.
 Paste response to questions here: Data utilized within the classroom to assess the early literacy skills of our ELLs is TCRWP which includes running records, concepts of print, conference notes, letter identification and sound recognition. Based on the results of our assessments, the ESL Team along with the classroom teachers will use the data to create action plans to further develop ELL's reading skills. The teachers will focus on reading strategies to help these students progress and reach grade level reading. For example, using differentiated instruction; picture support; ReadAloud/ThinkAloud/TalkAloud; Total Physical Response; realia; front load vocabulary; deconstruct/reconstruct juicy sentences; partnership reading; and conferring with students to model and teach reading skills. Language objectives will be gleaned from the Common Core Learning Standards. Furthermore, teachers will implement RTI strategies to promote independent reading progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: An analysis of the NYSITELL and NYSESLAT indicate that in Kindergarten there are 67% of students who scored at the Entering level. 28% of students scored at the Emerging and Transitioning levels. 5% of the Kindergarten students scored at the Expanding level. In First grade there are 14% of students who scored at the Entering level. 17% of the students scored at the Emerging and Transitioning levels. 45% at the Expanding level and 24% at the Commanding level. In Second grade there are 18% of students who scored at the Entering level. 29% of the students scored at the Emerging and Transitioning levels. 21% at the Expanding level and 32% at the Commanding level. In Third grade there are 13% of students who scored at the Entering level. 17% of the students scored at the Emerging and Transitioning levels. 42% at the Expanding level and 29% at the Commanding level. In Fourth grade there are 17% of students who scored at the Entering level. 36% of the students scored at the Emerging and Transitioning levels. 11% at the Expanding level and 36% at the Commanding level. In Fifth grade there are 5% of students who scored at the Entering level. 31% of the students scored at the Emerging and Transitioning levels. 26% at the Expanding level and 37% at the Commanding level. The majority of Expanding level students are found in First and Third grades. This data also indicates that the majority of our ELLs are in the Entering and Expanding levels.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: The Annual Measurable Achievement Objectives enables us to classify ELLs according to their proficiency levels and determine their educational/linguistic needs. It is used to analyze student achievement and identify risk factors which help make data driven decisions.

4. For each program, answer the following:

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

Paste response to questions here: Newcomer ELLs whose home language is Spanish are given the Spanish LAB-R. Our data indicates that 50% of the Spanish speakers fared higher in Spanish than English and 50% scored higher in English compared to Spanish. Teachers will analyze the data to determine where ELLs need support in listening, reading, and writing. Teachers are provided with the Periodic Assessment results which acts as an indicator of how students are faring so far, and so teachers can plan future instruction. From last year's Periodic Assessment exam, our school learned that this test is a very strong indicator of how our students will perform and also it exposes them to all necessary tools they will need to take the NYSESLAT exam.

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

The four action components in the RTI Framework: Universal Screening, Strong Core Instruction, Intensive Tailored Instruction and Progress Monitoring are utilized within our school. For Universal Screening data is collected from the HLIS, NYSITELL, Periodic Assessment, NYSESLAT, ELA, Math, Science state exams, TCRWP and Benchmark Performance Tasks. The HLIS informs us of their cultural background and uncovers the factors that could influence the student's English language learning process. This knowledge guides teachers in making linguistically responsive instructional choices. The NYSITELL and NYSESLAT give us their English language proficiency levels. The Periodic Assessments predict students' performance on New York State Tests by providing detailed information about a student's English language development. The ELA, Math and Science state exams provide us with insight into cognitive development in content areas of study and the TCRWP tells us where the child measures along reading proficiency. The data is used to guide instruction by giving ELLs access to curriculum, making lessons meaningful, teaching complex thinking, and teaching through conversation and discussion. ELLs have access to curriculum as they move along through a tiered system of instructional support. Core Instruction (Tier1) promotes ELLs' literacy development to support competencies in reading, writing, listening and speaking. Instruction makes direct and appropriate connections to ELLs' community values, identities, and languages. Through Tailored Intervention, we use differentiated instruction and assessments.

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

Paste response to question here: Our school will be utilizing the Targets of Measurement/Bilingual Progressions to drive instruction. The progressions will: differentiate linguistic scaffolds that students will require; determine the specific scaffolds that target the content area demands; develop formative assessments according to levels and develop specific language objectives. Additionally, classroom teachers teaching content areas to ELLs, can use the performance indicators to determine what scaffolds can be the most appropriate for a particular student based on their level of language progression. Through data collection, teacher collaboration, parallel teaching and professional development we ensure that a child's second language development, their educational history and cultural background is considered in instructional decisions. Data provides us with necessary tools to facilitate student's individual needs. It is a precise and systematic way to improve student learning throughout the year. Data shows us what students know, what they are able to do and where the gaps are in their learning. This information is utilized during collaboration among the ENL teachers, general education teachers, and Special Education teachers in planning of rigorous and effective lesson plans to support all proficiency levels. Additionally, all teachers are provided with professional development either by outside sources and/or the ENL Team so they are exposed to new and effective strategies that reinforce second language development and are aligned with the Common Core Learning Standards.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Paste response to question here: At the beginning of the school year, the AMAO is analyzed for data to indicating the students' progression. Through inquiry the Annual Yearly Progression is measured by evidence of advancement in the TCRWP reading levels. Each year ELLs evaluated using the Periodic Assessment Test at the beginning of the year and the NYSESLAT in the Spring. According

to our NYSESLAT Data 33% of our ELLs in Kindergarten and 26% of ELLs in 2nd Grade scored in the Expanding Proficiency Level.

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.

Paste response to question here:

Upon entering P.S. 220 in the beginning and throughout the school year, new admits are interviewed to determine eligibility for NYSITELL assessment. During the registration process the parent and the student are interviewed by a pedagogue in English and if necessary a translator is provided to assist with the completion of the Home Language Identification Survey to determine the student's home language. The enrollment category status of the child is determined: 1) first time enrollment in a New York City or New York State public school; 2) new enrollment to New York City School and is coming from a New York State public school either directly or was enrolled in a New York State public school within the preceding 2 years; 3) enrolling as a former New York City or New York State public school having been enrolled in a school outside of the NYC and/or NYS for 2 or more years must complete the intire ELL Identification Process. Non-public schools in NYS may be contacted for NYSITELL and NYSESLAT scores if the student attended within the preceding 2 years. All enrollment status and next steps are followed. The Home Language Identification Surveys and interviews are conducted by Dimitra Galatsanos, ESL Teacher, Nora Shabani, ESL Teacher, Jeanne Costa, ESL Teacher, Suzanne Valenzuela, Data Specialist/ Math Coach and Lana Rozenberg, Related Service Provider. NYSITELL and Spanish LAB-R testing occurs within 10 days of entry into our school. The Spanish LAB-R is given to Spanish speaking students that score at or below the cut scores on the NYSITELL in order to determine language dominance for instructional planning in providing ESL services. NYSITELL testing is administered by Dimitra Galatsanos, ESL Teacher, Nora Shabani, ESL Teacher, and Jeanne Costa, ESL Teacher.

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).

Paste response to question here: The school will make an initial SIFE determination within 30 school days from initial enrollment. To identify SIFE students we will be using the LENS and SIFE questionnaire beginning September 2015.

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).

Paste response to question here: An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. Once a student has been identified as an ELL, their NYSITELL eligibility is determined by the LPT. Our school's LPT members are _____, Director of Special Education, _____ School/District administrator, the student's parent or guardian, Nora Shabani, ESL teacher, Hope Monnes, Assisntant Principal and Lana Rozenburg our school's Special Education liason. The student's parent or guardian is provided with a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands. The LPT considers the student’s history of language use in the school and home. Information is provided by the CSE as to whether the student’s disability affects the student’s proficiency in English. Additionally, if the student is determined to be an ELL, the information gathered according to the ELL Policy and Reference Guide should be used to determine if the student requires further assessment for SIFE.

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.

Paste response to question here: Within five school days of ELL determination, the ENL teachers: D. Galatsanos, N. Shabani and J. Costa, inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard notification letters (in the parents preferred language), entitlement letter and non-entitlement letter. The ENL teachers have access to all ESL documentation. Additionally, copies are made for all cumes.

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 Re-identification Process allows schools, parents, and students 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 any of the following: a student’s parent or guardian; a student’s teacher (if the teacher’s request includes written consent from the parent or guardian) or a

student of 18 years of age or older. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities The Re-identification Process consists of the following steps: School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal); school reviews all documents related to the initial or reentry identification process detailed above; school reviews the student's work in English and in the home language; school may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL; school consults with parent or guardian; school conducts and reviews the results of a school-based assessment, administered by qualified personnel of 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 the qualified 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). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. 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. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. 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.

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

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.

Paste response to question here: After the NYSITELL is completed and the child is identified as an ELL, the ENL teacher will send entitlement letters to the parents within 20 days to inform them of their child's NYSITELL score and to invite them to our Program Selection Parent Orientation. During the orientation, parents have the opportunity to view the ELL parent video, in their preferred language, which describes the programs available in the NYC DOE system. After the viewing, parents fill in the parent selection survey which is available in their home language. Translators are also in attendance to assist with questions. The ENL Team prepares and maintains copies of all letters: Entitlement, Parent Survey and Program Selection form, Placement, and Continued Entitlement. Letters are sent out to parents of eligible, current and former ELLs in their native language. These letters are placed in the child's cumulative folder and copies are kept on file in the ESL room. In addition, our ENL teachers follow up with parents through reminder letters and phone calls. Furthermore, the parent coordinator assists in this process.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the ENL teachers will sent home the Default Letter informing parents that their child will be placed in a bilingual program. However, we currently do not have a bilingual program. By default the student will be placed in ENL as per CR Part 154.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: The ENL team (D. Galatsanos, N. Shabani and J. Costa) prepares and maintains copies of placement parent notification letters which are sent out to parents of eligible ELLs in their native language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: All letters are placed in the child's cumulative folders and copies are kept on file in the ENL room. The ENL teachers are responsible for maintenance and have access to all records.

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.

Paste response to question here: Every spring, ELLs are mandated to take the NYSESLAT in order to assess their proficiency levels. Students remain entitled until they test out by scoring at the appropriate level on a spring administration of the NYSESLAT. Additionally, the ELL Team: Dimitra Galatsanos, N. Shabani and Jeanne Costa use the RLER and previous NYSESLAT results to determine ELL eligibility. Furthermore, we also utilize the RYOS and RSPE to ensure years of service and testing modifications for Special Education ELL students. The NYSESLAT consists of four different strands that need to be tested by all eligible ELLs. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. In the event that a NYSITELL-eligible student enters the school during the NYSESLAT administration window, the student should first be administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student should also be administered the NYSESLAT to the extent possible.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here: The ENL team prepares and maintains copies of placement parent notification letters which are sent out to parents of eligible ELLs in their preferred 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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: Trends have been monitored according to the Parent Survey and Program Selection forms. According to the Parent Survey and Program Selection form the tally is as follows: 101 Freestanding English as a Second Language, 9 Dual language and 2 Transitional Bilingual Education. Our Freestanding English as a Second Language program is aligned with the trends evident in the Parent Survey and Program Selection form. The ENL team reviews trends of the parent choices in order to develop strategies necessary in assisting ELLs to achieve their academic goals. ENL teachers at P.S. 220 also utilize this data to further enhance learning by articulating and collaborating with mainstream teachers to create language and comprehension goals for the students. Furthermore, ENL teachers host strategic Professional Development for the staff where they share findings concluded from the NYSITELL and Spanish LAB and strategies that will equip them in enhancing their instruction.

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.

Paste response to questions here: P.S. 220 offers a Freestanding English as a New Language (ENL) program to students who are identified as ELLs. Our ENL program provides instruction in English with home language support to acquire the English language. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by our certified ENL teachers. A student may not receive stand-alone ENL in lieu of core content area instruction.

Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by two dually certified teachers (ENL and a content area) and a co-teaching model by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL. Students are grouped heterogeneously during integrated instruction. During Stand-alone students are grouped homogeneously.

- b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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)?

Paste response to questions here: Our 3 certified ENL teachers provide instruction according to regulation CR Part 154.2 English as a New Language units of study and staffing requirements. Entering and Emerging ELLs receive 360 minutes of ENL instruction per week, while our Transitioning and Expanding ELLs receive 180 minutes of ENL instruction per week. Our former ELLs receive 90 minutes of ENL support. ELL program cards are collected and monitored by the school administration to insure that students receive their mandated minutes.

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.

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

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

Paste response to question here: The current program in place at P.S. 220 is the Freestanding English as a Second Language model. Currently, we evaluate Spanish Speaking ELLs in their native language by using the Spanish LAB to determine language dominance for instructional planning in providing ESL services.

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

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

6. How do you differentiate instruction for 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

Paste response to questions here: ENL instruction is differentiated according to proficiency levels. The ESL teachers use Scholastic Reading Skills Kits, Leap Frog, Benchmark reading and Leveled library to support rigorous reading tasks that help ELLs deepen their reading comprehension capabilities. Through small group instruction ESL teachers are employing the Balanced

Literacy Model to accommodate all learning needs, by taking into consideration ELLs individual reading levels, mapped out by Fountas and Pinnell. ELLs study content material by reading leveled Benchmark Education books accompanied by listening to CD Roms that correspond with the reading material.

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

P.S. 220 ELL newcomers are tested with the NYSESLAT for placement and are given the mandated services based on CR Part 154.2. ESL teachers sensitively help newcomers acclimate to the school environment by giving a tour of the school and assigning a buddy to the child. ESL teachers and school coaches also check-in with newcomers to ensure that they are feeling welcomed and are at ease. Instruction is content based and within the lessons phonetics and phonemic awareness is embedded to enhance intonation, fluency and Tier III vocabulary. Additionally, students receive support through technological resources such as Leapfrog, Ipad and online educational programs. Furthermore, this year our classrooms have been equipped with laptops, Ipads and mimios so that our students have access to programs that accomidate different learning styles. Because NCLB requires ELA testing for ELLs after one year, in preparation, newcomers receive differentiated instruction at grade level along with test taking strategies.

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

In order to support the transition of ELLs into the mainstream classroom, ENL teachers provide Former ELLs with 90 minutes of ENL support. These former ELLs are entitled to testing modifications, which are separate location, time and a half of up to 2 years on all state exams.

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.

Paste response to questions here: Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal will 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?

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

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?

Chart e response to question here: ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator’s Manual for the test). ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. The ENL team follows procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation as described in the Standard Operating Procedures Manual of the NYC Department of Education. ELLs with disabilities receive the required levels of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.

Teachers of ELL-SWDs employ instructional strategies recommended in the student's I.E.P. Teachers follow the framework of Universal Design for Learning to employ techniques that include repeat modeling of the task, repeating directions, using pictures to support text, using graphic organizers, conferring with the students, and utilizing flexible grouping. All these scaffolds are tailored to meet appropriate grade and age of students which accelerate English language acquisition. To engage the students, technology is available to enhance all four strands. Students are able to use ipads, mimios, desktops and books on CDs. Teachers encourage ELLs to read bilingual books that will enhance their L1 and L2.

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.)	
Chart		.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 DUALY 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(u) 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.

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 DUALY 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.

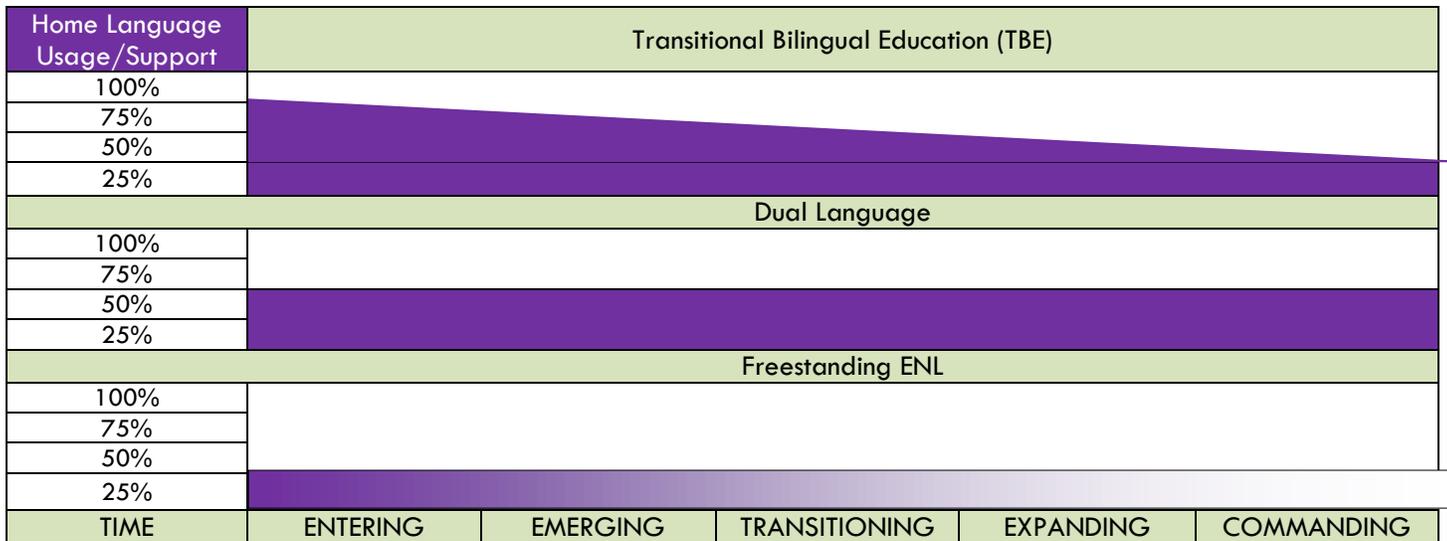


*Note: “other approved services” does not apply to New York City at this time.

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.

Paste response to question here:

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

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

Paste response to question here:

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

Through Professional Development hosted by the ENL team and Professional Development provided by DELLS, teachers are made aware that they are teachers of ELLs as well. ENL teachers provide their colleagues with assessment tools to assess their ELLs in the classroom. ENL teachers utilize rubrics, checklists, observations and running records to assess ELLs. All teachers have access to ENL data, which can be utilized on an ongoing basis.

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

Paste response to question here: The ENL team has reconstructed the ENL program based on the ELL Policy and Reference Guide.

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

Paste response to question here: We will not be discontinuing any programs/services for ELLs. Continued services and extended time for State Tests will be discontinued for former ELLs two years after testing out of the program.

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

Paste response to question here: All students at P.S. 220 are afforded equal access to all school programs. Throughout the school day our ELLs participate in a variety of curricular and extracurricular activities. ELLs attend Art, Gym, Theater, Technology and Music. Additionally, they are invited to all school assemblies, school trips, and participate in all school wide festivities, such as the Holiday Show, Math Games, International Festival, Field Day and Literacy Launch. Our school also offers after school and supplemental services to all students of P.S. 220 as well as our Title III After School Program. Additionally, all students are invited to attend the after school Y, Boy Scouts of America, all holiday celebrations such as the Halloween Party and Winter holiday party. Our monthly newsletter informs parents about all events happening in our school. Also, flyers and posters advertise all events and are sent home to parents in the home languages represented in our school.

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.

Paste response to question here: Teachers create lessons that facilitate the academic intervention needs of the students and teach them strategies which will allow them to overcome academic problems. The ESL Team focuses on language in Math word problems, offers picture support, text modification, chunking information, sequencing events, deconstructing and reconstructing sentences, content specific vocabulary, graphic organizers and maps for Science and Social Studies content areas. All students at P.S. 220 are actively engaged in the use of technology throughout the day. Our ELLs have the opportunity to utilize laptops and Ipads found in their classrooms and in our ESL classroom to differentiate their learning. Teachers use visual aids on the computer to help students

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

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

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

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

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

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).

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

19. What language electives are offered to ELLs?

Paste response to question here: We currently do not offer any language electives.

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)?

Paste response to question here:

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.)
Paste response to question here: All personnel attend weekly PD given in the context of professional learning in the school where administration and all staff participate in presenting best practices. The ENL team attends and participates in periodic school based and city wide professional development as offered by Universities, DELLS and NYSTESOL.
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?
Paste response to question here: All Professional Development offered is aligned to the Common Core-aligned instruction. All personnel ensure that any sessions are aligned with the Common Core. At P.S. 220, our Principal, Josette Pizarro, Assistant Principals, Hope Monnes, Data Specialist/Math Coach, Suzanne Valenzuela, ENL teachers, Lower and Upper grade teachers attend Teachers College Professional Development. A schedule has been provided to administration and teachers from the beginning of the school year. During their Professional Development, the teachers are introduced to strategies for enhancing personal and persuasive essays, skill development in nonfiction reading, patterned writing and reading, small group reading instructions, symbolism, metaphor, and deeper meaning when reading and writing fantasy. Teacher's College Professional Development starts from September and ends in June. It is held twice a month. Our Math Coach, Suzann Valenzuela, attends Math Workshops and Data/Inquiry Meetings throughout the year. Also, our Principal, Josette Pizarro, attends Network Meetings throughout the year. Furthermore, on April 29, 2015 she attended the CR Part 154 workshop for administration. In addition, our Assistant Principals, Hope Monnes along with our Math Coach, Suzann Valenzuela attend the APs & Leadership workshops throughout the school year. The ENL team attends and participates in periodic school based and city wide professional development as offered by Universities, DELLS and TESOL. Additionally, in June they attended the CR Part 154 workshop which detailed the new ENL guidelines. This information will be turn-keyed to our staff on November 3, 2015. Lana Rozenberg, our Related Service Provider, attends Compliance meetings throughout our school year. Zoraya Torres, the Parent Coordinator attends Parent Coordinator District 28 meetings and attends the ELL Parent Conference offered through the DELLS. Our Guidance Counselor, Christina Rodriguez, continuously attends workshops offered by School of Youth Development throughout the school year. Current research and practices introduced during these meetings will then be turn-keyed as professional development to our entire staff which is then implemented throughout the school.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: Our guidance counselor attends workshops through the Office of School and Youth Development. Also, she hosts workshops that help parents and ELLs transition to middle school. The guidance counselor and an ENL teacher give a lesson to fifth grade ELLs on how to transition smoothly to middle school, such as schedule, supply lists and general expectations for middle school. As ELLs move throughout the grades, our team supports the staff in several ways. The ENL team provides data to the teachers on their current students. We provide them with analyzed NYSESLAT scores in order to determine in which strands ELLs need extra support. For upper grades, we also provide teachers with the Periodic Assessment as a predictor of how students are faring so far, and so teachers can plan future instruction. The NYSESLAT data is then recorded at the end of the year on an articulation card for every child's new teacher. Our ENL room has an open door policy for staff members who may have concerns and questions about their new ENL students. When concerns arise, we supply teachers with strategies and materials to bridge language acquisition with grade level curriculum. Throughout the year, the ENL team hosts numerous professional development which focus on current research for supporting ELLs: Academic Language, Introduction to the NYSESLAT, Language of Testing, Research to Practice, Sharing New Knowledge and Taking a Closer Look at the Language of Testing.
4. 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.
Paste response to question here: Our school provides professional development aligned to the Common Core to all teachers that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers set forth by CR Part 80 are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Records such as agendas and attendance of all professional development activities are kept in our school's Professional Development binder.

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?

Paste response to question here: We have regular parent workshops, meetings and individual parent-meetings to discuss goals of the program, language development progress and language needs in all content areas. During our meetings, in-house translators are readily available to assist with parent meetings. Also, our school uses the DOE translation services for both written and oral communication.

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.

Paste response to question here: In-house translators are readily available to assist with parent meetings. Also, our school uses the DOE translation services for both written and oral communication. The team keeps and maintains a binder recording all parent meetings, workshops and phone calls. ENL teachers conduct in person meetings, make phone calls and send letters. Bilingual paraprofessionals are utilized to assist with translations. Additionally, our parent coordinator, Zoraya Torres, assists with translations of parent notifications through the translation services provided by the Department of Education or bilingual school staff.

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

Paste response to question here: In-house translators are readily available to assist with parent meetings. Also, our school uses the DOE translation services for both written and oral communication. The goal of P.S. 220 is not only to accommodate the students but the families as well. We have an active PA which meets regularly to discuss concerns within the school community, upcoming events and to organize student functions/fundraisers. Additionally, our parent coordinator, Zoraya Torres, prepares and sends out the PS 220 Monthly Newspaper which informs parents about upcoming events, units of study, testing calendar and school notices. Parents are invited to attend our annual Holiday show, the International Festival, the Title III End of Year Celebration, Career Day and our educational school trips as well as volunteer their time to assist with these activities. Our parent coordinator assists with directing parents in preparation of school activities and provides translations for parents. Additionally, our parent coordinator hosts ENL adult classes to our ELL parents. ENL parents are involved in our "grow a garden" program which is now a mainstay of our community. All notifications sent to parents are translated by either our bilingual staff or the translation services provided by the Department of Education.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our parent coordinator schedules and hosts weekly parent ENL classes as well as workshops that assist parents in aiding and improving their child's academic achievement. In-house translators are readily available to assist with parent meetings. Also, our school uses the DOE translation services for both oral and written communication.

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

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

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

Paste response to question here: In the beginning of the school year parents are given a needs assessment survey which helps the school personnel identify the needs and take the proper action. In addition, data is collected from the HLIS, that parents fill out during registration, to identify and attend to their language needs. Our Parent Coordinator, Zoraya Torres, keeps all parents informed about upcoming events and activities. This ensures that all parents feel included in our school community. Ms. Torres regularly conducts ENL classes for parents.

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: 220Q Edward Mandel**School DBN: 28Q**

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)
Josette Pizarro	Principal		10/30/15
Hope Monnes	Assistant Principal		10/30/15
Zoraya Torres	Parent Coordinator		10/30/15
D. Galatsanos	ENL/Bilingual Teacher		10/30/15
Mr. Harris	Parent		10/30/15
C. Swantak	Teacher/Subject Area		10/30/15
L. Rozenberg	Teacher/Subject Area		10/30/15
S. Valenzuela	Coach		10/30/15
	Coach		1/1/01
C. Rodriguez	School Counselor		10/30/15
Mabel Sarduy	Superintendent		10/30/15
Marlene Wilks	Borough Field Support Center Staff Member _____		10/30/15
N. Shabani	Other <u>ENL Teacher</u>		10/30/15
J. Costa	Other <u>ENL Teacher</u>		10/30/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q220** School Name: **The Edward Mandel School**
Superintendent: **Mabel Surduy**

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.learn DOE.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.

Articulation was conducted with the school leadership team, classroom teachers, ELL teacher and parent coordinator to determine the needs of our non English speaking families. Using the Home Language Surveys, collected information was analyzed in an effort to further clarify the level of translation support needed and languages most dominant at PS 220. In addition the Parent Coordinator works closely with families and conducts informal surveys involving classroom teachers. This help us identify were a clear sense of the oral interpretation needs of our school community. While reviewing our data we noticed a significant similarity between parents who need oral interpretation and those who need written interpretation of school documents. Of the children serviced in ESL, the majority of the families are Uzbek speaking, specifically . In addition, we have a growing number of Hispanic parents who have requested translations in Spanish. Our overall school community shows a need for Russian, Spanish and Chinese. Our overall population has requested the following written and oral language translations within our school community as per our current ATS RAPL: Russian 54%, Spanish 18%, Bengali 9%, Chinese 6%, Uzbek 3%, Urdu 3%, Polish 3%, Hindi 1%, Arabic 1% and Punjabi 1%. According to our ENL population parent shave requested the following language translations: Spanish 21%, Chinese 2%, Russian 30% and other 35%.

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.

Based on data collected from our environmental survey parents preferred form of communication is through written notice. Parents preferred languages are: Uzbek, Russian, Spanish, Chinese, Arabic, Hindi, French, Punjabi, Tajik, Bengali, Polish, Tadjhik, Tamil

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.)

Common translated documents explaining programs, services, and policies and other template school letter and forms will be download from Intranet nycboe.net/Schoolsupport/TranslatedDocs to ensure parents received and understand forms in their native language. Bilingual staff will be available for interpretation services. Some of the forms that will need translations are monthly calendars, school events, newsletters, assessment calendars, and important notices from principal/teachers/service providers.

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.

Interpreters will be provided for parent-teacher conferences and any school events through bilingual school staff or school funding received for onsite interpreters. An interpreter will be available for parent teacher conferences on September 17, 2015, November 5, 2015, and March 3, 2015. IEP conferences for ELL students and pertinent meeting with parents that impact the student's academic and social development will be scheduled ahead of time to ensure ample time is provided for translations and interpretations. Bilingual staff will be available for interpretation services.

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 majority of translations such as flyers and events sent home to parents is completed by school staff. Parent workshops are provided twice a year (fall and spring) reminding parents how to use the NYC DOE website along with its translated feature. When necessary the school will contact the Translation and Interpretation unit at least three-two weeks ahead of time to translate any NYC DOE documents that contain critical information for parents about their child's education. The roster of language interpretation is kept in the office, ENL Room and distributed to all staff.

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 maor languages requested for translation are provided by school personnel. For those language which we do not have interpreters available school staff have been provided with the available language form which outlines how they can contact the Translation and Interpretation unit. For written translation the request will be made at least three-two weeks ahead of time to translate any NYC DOE documents that contain critical information for parents about their child's education. A roster of bilingual staff will be kept in the office, ENL Room and a copy distributed to all staff and teachers. The school will utilize its bilingual staff members as well as the DOE interpretation units to ensure parents' language needs are met.

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.)

All teachers and staff members receive a copy of the "I speak.." card which includes the phone number for over-the phone interpretation with a overview of their services. All staff and teachers were trained on English Language Learner procedures and policies in reference to CR- Part 154 (Reference guide 2015-2015) ENL teacher will be attending ELL Instructional Leadership Institute (EILI) to stay informed on policies and procedures as well as reading the English Language Learner Policy and Reference guide 2015-2016. As well as turn key information to school staff and teachers.

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

Parents are provided with translations, of covered languages, of the Bill of Rights and Responsibilities regarding the translation and interpretation services. Signs and notices are posted in covered languages in conspicuous locations such as the main entrance and "I Speak" cards are available in the main office informing parents that translation and interpretation services are available. The school will keep an updated list of limited English/non-English speaking parents based on the Home Language Identification Survey. A list of teachers/staff members and corresponding non-English languages they are proficient has been created and staff are made accessible should the need for an interpreter/translator arise. In addition, the Pupil Personnel Secretary and the classroom teacher will indicate on the child's blue emergency card that the child's parents have limited English proficiency. Finally, all personnel who provided instruction and service to a student whose parents are limited English/non-English speakers will be given access to Section VII of Chancellor's Regulations A-663 and links to translated documents and correspondence available in the DOE and NYSED website to ensure parental notification requirements and interpretation services are satisfied.

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)

Each year we review our parent survey to review parent feedback on what forms of communication are preferred. The parent coordinator will schedule quarterly meetings with parents with diverse culture and languages to gather feedback and best practices that can be utilized by the school to ensure services are delivered to ELLs more effectively.