P811M-THE MICKEY MANTLE SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75M811

ADDRESS: 466 WEST END AVENUE NY, NY 10024

TELEPHONE: 212-579-3788

FAX: 212-579-3879

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SCHOOL NUMBER: P811M   **SCHOOL NAME:**   The Mickey Mantle School

SCHOOL ADDRESS: 466 West End Avenue NY NY 10024

SCHOOL TELEPHONE: **212-579 3788**   **FAX:**   212-579-3879

SCHOOL CONTACT PERSON: Barry Daub   **EMAIL ADDRESS:**   bdaub@schools.nyc.gov

POSITION/TITLE   **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alana Robinson

PRINCIPAL: Barry Daub

UFT CHAPTER LEADER: Allister Johnson

PARENTS' ASSOCIATION PRESIDENT: Chantaya Greene

STUDENT REPRESENTATIVE:
(Required for high schools)   N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75   **CHILDREN FIRST NETWORK (CFN):**   CFN751

NETWORK LEADER: Adrienne Edelstein

SUPERINTENDENT: Gary Hecht

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf).
Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Barry Daub	*Principal or Designee	
Allister Johnson	*UFT Chapter Chairperson or Designee	
Chantaya Greene	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
Belinda Garcia	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Maria Garcia	Member/	
Alana Robinson	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Part A. Narrative Description
Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

This is our vision
The core values of P811M are articulated and expressed by a family of dedicated professionals committed to educating the whole child with integrity, compassion and respect. Our collective community effectively implements instructional practices geared to the individualized achievement of students' social, emotional and academic goals. Each child's individual assessment data informs this instruction. It is our goal to lead students towards maximum independence. With this independence, disabilities are turned into abilities.

P811M, The Mickey Mantle School is a special education school consisting of one main site and four off sites. In total, we proudly serve 350-400 severely disabled students grades Pre-K-8. P811M students are categorized as having autism and emotional/behavioral difficulties.

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

By looking at the whole child, The Mickey Mantle School focuses on social-emotional growth and works to provide strategies to internalize positive behavior. Universal systems are implemented as well as targeted interventions as part of our PBIS program. With Positive Behavior Supports Committees at every site, the school-wide Positive Behavior Supports program is continuously developing. This year, we are working to train staff in Emotional Literacy an intra and interpersonal model for teaching adults and students emotional literacy by way of developing the skills of Recognizing, Understanding, Labeling, Expressing, and Regulating emotion.

P811M maintains communication with parents integrating a wider range of information being passed between home and school in the form of newsletters, workshops and daily communication tools. P811M offers workshops and trainings to parents. Furthermore, P811M makes every effort to invite parents in to participate in the educational processes of their children. Specifically, all parent are invited to monthly assemblies, meet and greets, PTA meetings, School Leadership, support group meetings, school trips, annual events such as Day of Thanks Celebration. P811M uses "Global Connect" a tool to allow the school to send out on-going mass messages to parents and stakeholders by phone, cell phone, email, and text messages.

P811M's instructional goal is to deliver high quality instruction to all of our students in a way that is differentiated to meet the needs of each individual student as it relates to their IEP goals. With this in mind, we are ensuring that classroom instruction is aligned to state standards in order to close the achievement gap that currently exists between our students' present level of performance as indicated on their individual IEP's and state grade specific academic standards. These efforts are closely related to our previous Quality Review Area of improvement which stressed the need for our teachers to closely match classroom lesson activities to the full range of needs and abilities within each classroom.

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

Articulating our vision to academic institutions and community organizations, and community businesses, many have led to the formation of important relationships. We have formed valuable partnerships with the Hunter College-Administration and Supervision Program. This program provides on-going coaching support to our Administration and aspiring leaders. Hunter College School of Education and Teachers College have a long established relationship with P811M as a practicum site for student teachers.

We have formed a valuable community partnership with AHRC to bring a valuable afterschool program with additional services to our Emotionally Disturbed students. A working partnership between the Calhoun School and P811M has been developed

This year we will continue our partnership with the Children's Museum of Manhattan as part of a CMOM grant from NYC Councilmember Gail Brewer, to work on increasing parent education and involvement with our pre-Kindergarten and 6:1:1 early childhood classes. Every Monday parents from our school will be invited to the Children's Museum where they will work together with our staff to encourage their children to explore, express and enjoy new learning environments. The visits will be structured by topics which will specifically address the needs of students on the autistic spectrum. In addition parents will receive a free membership to the museum and will be able to access it with their children in order to practice and maintain skills learned in our Monday sessions.

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade	N/A	**Overall Evaluation:**	Proficient
Overall Score	_____	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	_____	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	_____	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	_____	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	_____	Quality Statement 5: Monitor and Revise	Proficient
Note: Progress Report grades are not yet available for District 75 schools.			

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:
- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

- P811M is committed to improving areas within which our school community needs to develop. Our analysis of school-wide data resulted in the development of the 2010-2011 school-wide goals reflected in this CEP. In order to meet and exceed the goals developed in each of these areas, Professional Learning Communities (PLCs) have been established at each of P811M's sites to support the on-going professional development of staff and academic achievement of students. In particular this needs assessment has focused on the ELA and Mathematics test data for standard assessment students. We looked at data from the 2009-2010 Progress Report. By looking at 2009-2010 test scores, we have determined our schools major focus needs to be on ELA and Mathematics performance levels and performance improvement.

Summary of Data Analysis – Mathematics

Grade 3
Results for all students tested indicated a decrease in those students scoring level, 30% in 2007 compared to 22% in 2008, and an increase in 2009 to 73% performance at level 2 decreased from 64% in 2007, 41% in 2008 and 23% in 2009. Level 3 scores increased from 6% in 2007 to 37% in 2008, but decreased to 3% in 2009.

Grade 4
Results for all students tested in 4th grade show a decrease in those scoring on level 1, 61% in 2007 to 53% in 2008. In 2009, the percentage increased to 73%. The percentage of level 2 students increased by 8% from 2007 to 2008, (29% in 2007 and 37% in 2008) and decreased in 2009 to 23%. The percentage of students scoring level 3 increase from 7% in 2007 to 11% in 2008 and decrease to 4% in 2009. One student did score level 4 in 2007.

Grade 5
Results for all 5th graders tested show a significant decrease in the percentage of students scoring level 1, 48% in2007 to 23% in 2008. There was increase to 76% in 2009. The percentage of those scoring on level 2 increase significantly from 36% in 2007 to 69% in 2008. There was however a decrease in 2009 to 17% level 3 decrease from 16% in 2007 to 0% in 2008 but increased to 7% in 2009. One student scored on level 4 in 2008.

Grade 6
Results for 6th graders tested show a significant decrease in the percentage of students scoring on level 1, 69% in 2007 to 23% in 2008. There was increase in level 1 scores in 2009 to 90%. Level 2 scores increased from 25 % in 2007 to 59% in 2008, then decreased to 10% in 2009. Level 3 scores increased from 0% in 2007 to 18% in 2008. There were no students performing at level 3 or 4 in 2009. One student scored Level 4 in 2007.

Grade 7
Results show a decrease in the percentage of students scoring level 1, 29% in 2007 to 17% in 2008. Level 1 scores increased to 67% in 2009. The percentage of level 2 in 2007 to 83% in 2008, but decreases to 33% in 2009. Two students scored level 3 in 2007.

Grade 8
 Results show the percentage of students scoring level 1 decreasing from 67% in 2007 to 20% in 2008 and increasing to 86% in 2009. The percentage of students scoring on level 2 increase from 25% in 2007 to 60% in 2008, and decreased to 14% in 2009. In 2007 and 2008 one student attained level 3.

Based on a review of the primary mathematics instructional materials for Grades K-8 (Everyday Math for Grades K-5 and Impact Math 6-8) there is substantial evidence that these programs are aligned to the state standards. However, our Math scores show students are still functioning below grade level and are not meeting standards. A target area is the need to develop computational skills as well as explaining solutions to word problems. It is our goal to use student data to inform instruction and to build capacity by empowering teachers to become partners in our goal to raise achievement and to continue to improve instructional practices. Teachers in Grades 3-8 will utilize various data sources such as Acuity, nyStart and ARIS to monitor student progress throughout the year. Scores from prior state testing and other informal measures such as teacher made tests and unit tests associated with the Everyday Math will be used. We will also look at our scheduling to design a "math block" and consider student grouping if the data if students are functioning significantly below grade level.

ELA – Summary of Data Analysis

 Grade 3
Results indicate a decrease in students scoring level 1 from 2007 (77%) to 2008 (96%) and an increase in those scoring level 2, 20% in 2007 and 42% in 2008, students scoring level 3 increased from 3% in 2007 to 125 in 2008. In 2009 the percentage of students scoring level increased to 76% and level 2s is decreased to 24%. There were no students scoring on level 4.

Grade 4
Results of all tested 4th graders show a decrease in level 1 from 72% in 2007 to 66% in 2008 and an increase in level 2 from 21% to 24% and level 3, 7% to 11%. There was an increase in percentage of students score level 1 in 2009 to 86% and a decrease in those scoring level 2 and 3, 11% and 4% respectively.

Grade 5
 Results indicate an increase in students scoring level 1 from 4% in 2007, 15% in 2008 and 83% in 2009. There was a decrease in students scoring on level 2, 83% in 2007, 69% in 2008 and 17% in 2009. Students performing on level 3 increase from 13% in 2007 to 2008.

Grade 6
Results show a significant decrease in students scoring level 1 from 30% in 2007 to 0% in 2008 and a significant increase in those attaining level 2 65% in 2007 and 90% in 2008, there was also a slight increase in those scoring level 3, 5% in 2007 and 9% in 2008. in 2009 level 1 scores to 11% and level 3 to 0%.

Grade 7

Results for grade 7 indicate level 1 scores decreasing from 7% in 2007 to 0% in 2008, level 2 increasing from 57% in 2007 to 73% in 2008 and level 3 decreasing from 36% in 2007 to 27% in 2008. In 2009 there was increase in level 1 to 64% levels 2 and 3 decrease to 29% and 7% respectively.

Grade 8

Results for tested 8th graders indicate a significant decrease in those scoring level 1 55% in 2007 to 0% in 2008 and an increase in students on level 2 45% in 2007 and 100% in 2008. In 2009 students scoring level 1 was 43% level 2, 43% and level 3 scores increased to 14% .

An analysis of student achievement in ELA is based on formal and informal assessments. For formal measures, the school relies on the QRI, DRA, Acuity and standardized test scores. For informal measures, the school uses running records, portfolios, teacher observations and standards based work using rubrics. There is a lack of understanding across teachers and sites regarding what students should understand and be able to do at each level in ELA. This year, we look to target this need by developing a comprehensive curriculum that aligns with the standards, pacing calendar, and curriculum material that is also linked to assessments. Informal walkthroughs indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers, limiting the amount of best practices and researched-based practices including differentiated instruction. We will develop professional development as well as utilize common planning time to offer workshops and strategies that specifically focus on differentiated instruction and utilizing the workshop model. Teachers will be expected to show evidence of differentiation when being observed. A comprehensive review of ELA areas indicate that students are scoring well below in reading comprehension, which negatively impacts ELA exams performance and overall student achievement. We will work to provide targeted interventions as well as skill/item analysis and incorporate those goals into the daily curriculum. In addition, it is our goal to embed test prep materials within lesson to prepare students for testing as well as to measure progress. Our professional learning communities will analyze data and identify progress.

Results of the Learning Environment Survey shows a need for greater participation from the parents in our school community, we have planned several initiatives to address this need as reflected in Goal 3. We have set our sights higher than the 85% proficiency level we achieved on the NYSAA assessments in ELA and Mathematics. We will be preparing teachers to eliminate administrative errors by teachers resulting in a near or perfect percentage of 100%

The progress report shows and gives additional credit to P811M for providing and maintaining a Safe school environment. We were also given additional credit for moving students to a less restrictive environment within District 75.

As a school we need to ensure that all staff always make effective use of signs, symbols, and object cues to promote communication and understanding An end-of-year review of our Assessment of Basic Language and Learning Skills (ABLLS) data indicated overall growth of language skills in our 8:1:2 and 6:1:1 classes. We were successful in reaching our 2009-2010 goal to link the efforts of 6:1:1/8:1:2 homeroom teachers, related service providers, paraprofessionals, and cluster teachers in the application of formal and informal data to improve student communication, social and behavioral performance as measured by the ABLLS-R pre and post tests. Specifically, it was determined that 90% of 6:1:1/8:1:2 students at increased their performance in 3 domains, by 5 % as measured by ABLLS-R and Formal and Informal Teacher Observations. Despite these successes, the school found that in some classes, the percentage of growth measured by the ABLLS was more than in others. This disparity acts as an indication to us that further attention needs to be given to the methodologies and instructional practices being used to teach communication. Additionally, the number of students receiving speech and language services is quite high which is also an indication that more needs to be done by the classroom teachers, cluster teachers and paraprofessionals to facilitate the teaching of communication throughout our school buildings.

There is one major barrier to the success of our school goals being achieved. P811M has just undergone a major population change. We transferred seven (7) 12:1:4 multiply handicapped classes to another D75 organization. These classes were replaced by seven (7) 12:1:1 and 8:1:1 classes of Emotionally Disturbed (ED) standardized assessment students nearly doubling the size of our standardized assessment program at our Main site. This re-organization has created a large turnover and re-assignment of staff either

through transfers to other D75 organizations or staff working with an ED population for the first time. In total we have 14 (out of 22 Standardized Assessment Classes) with new teachers and Paraprofessionals working with our standardized assessment population this school year. This lack of experience creates an extraordinary need for intensive Professional development. We have been sending teachers to D75 Professional Developments, providing mentors and to further narrow the experience gap we are utilizing our school based coaches and coordinators to work with teachers during their prep periods and Administrative periods to provide them with a Social Emotional and Academic skill set and mindset. However, with the additional pressure of our progress report and the intensive Professional Development we are providing we are still working with first year teachers and their learning curve is steep as are the expectations. There is still a need for further development in order to maximize instructional effectiveness.

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. By June 2011, there will be increased student proficiency in Mathematics as demonstrated by a 20% increase in students achieving Level 2 or higher on the NYS ELA exam. .

2. By June 2011, there will be increased student proficiency ELA as demonstrated by a 20 % increase in students achieving Level 2 or higher on the NYS math exam.

3. By June 2011, there will be an increased in parent participation and involvement in student academic performance, as evidenced by a 20% increase in Parent Participation on the 2010-2011 NYC School Survey Report

4. By June 2011, Students in alternate assessment programs will increase task accuracy and independence, evidenced by a 10% increase in scoring within Performance levels 3 and 4 on the NYS Alternate Assessment (NYSAA)

5. By June 2011, students with autism will demonstrate a minimum 5% increase in two or more of their individual priority domains in communication, as evidenced by improvement the scores on the pre-and post ABLLS. (Please spell out ABLLS – acronyms not understood by everybody.

I. Subject/Area: Math

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Increase levels of student progress and proficiency in Math** By June 2011, there will be increased student proficiency mathematics as demonstrated by a 20 % increase in students achieving Level 2 or higher on the NYS math exam.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Data** • Review 2009-2010 school progress report o Review 2009-2010 NY State Assessment scores o October 2010 - Identify by grade, student performance on State Assessment by content strand. o Review 2009-2010 Acuity data from ARIS; perform Predictive Exams in the fall/winter o **Scheduling** o October 2010 -Schedule common planning time for teachers to plan targeted skills instruction to address deficient math skill areas o November 2010 -Math Block Rotations will be considered for students who are significantly behind in grade level o **AIS** o October 2010 -Target specific students on the border line of proficiency ratings o October 2010- Schedule small group instruction/test preparation sessions for borderline students. o **Professional Development** o Identify teachers in need of District 75 professional development; align budget to provide teacher coverage o Identify teachers in need of District 75 coach support; adjust schedules for District 75 coaches to meet with teachers o Professional Development for teachers to increase their understanding of NYS Math Process strand within and across grades • Professional Development for teachers to increase their understanding of NYS Math Process strand within and across grades o Election Day professional development will focus on differentiation, providing teachers specific strategies to use. Example includes grouping, scaffolding; and process and product. o **Assessment** o Assess grades 3-8 standard assessment students Scantron in the fall, winter and spring. o Assess both standard assessment and eligible alternate assessment students with ECAM -grades K through 2. • Administer Predictive Exams before state assessment exams. • **Curriculum** • In October 2010, implement Student Portfolio checklist which is aligned to the State Common Core Standards for Math in grades 3-8. • Administrators and Coaches will collaborate with teachers to lead them in aligning the curriculum, to the

	NYS Math standards
	• October 2010 -Leadership Team will conduct weekly walkthroughs using the EM and Impact Match Checklist that will differentiation as an indicator of satisfactory performance
	• **Learning Communities**
	• October 2010 -Learning Communities will meet and analyze work samples and assessments weekly
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• Interim Scantron Assessment every six weeks to determine areas of weakness and strengths of each student and look for trends in student growth • Acuity predictive assessment • NYS Math exam results • Report cards • Monthly review of Student portfolios to determine checklist strengths and needs • As measured by the trimester assessments (based on the Everyday Math goals and the NYS Math Standards in Math will increase by 20%. In Grades 3-6 student progress will be measure by the Predictive Assessment with a focus on the process strand with a focus on differentiation of instruction. Formal and informal observation will note evidence of differentiation of instruction, followed by a post observation to set clear expectations.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Bi-Monthly Interim Scantron Assessment • Semi Annual Acuity predictive assessment • NYS Math exam results • Thrice Annual Report cards • Monthly review of Student portfolios

II. Subject/Area: ELA

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Increase levels of student progress and proficiency in ELA** By June 2011, there will be increased student proficiency ELA as demonstrated by a 20 % increase in students achieving Level 2 or higher on the NYS math exam.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Data** • October 2010 - Review 2009-2010 school progress report • October 2010 - Review 2009-2010 NY State Assessment scores o October 2010 -Identify by grade, student performance on State Assessment by content strand. o Review 2009-2010 Acuity data from ARIS; perform Predictive Exams in the fall/winter o October 2010 -Access test results on ARIS-identify trends and use data to group for AIS instruction o October 2010-Ongoing Use IEP goals and assessment results to create monthly class goals o Examine data from FBAs, BIPs, SWIS and OORs to identify trends in behavior that interferes with daily instruction o Acuity Predictive Tests-examine results to identify at risk students and specific areas of improvement o Beginning in October 2010 Administrators will use data collected through weekly informal observations to provide feedback to teachers for improving instructional practices/create classroom environments conducive to student o **Professional Development** o Schedule common planning time for teachers to review student data and plan targeted skills instruction to address deficient ELA skill areas, observe model lessons o Identify teachers in need of District 75 professional development; align budget to provide teacher coverage o Identify teachers in need of District 75 coach support; adjust schedules for District 75 coaches to meet with teachers o October 2010-November 2010 Train individual teachers on the implementation of the Great Source Learning, Focus Forward, Gateways and Earobics curriculums. o Professional Learning Communities to analyze student work; assessments and identify trends and areas of improvement; share out student progress-tie results to teachers o Weekly On-site Professional Development for analyzing student assessment data and implementation of school wide goals o October 2010 – Ongoing -Learning Communities for paraprofessionals to better train for instructional strategies and classroom practices o October 2010 -Create plans of support for school based coaches, coordinators and district coaches-schedules o **AIS** o Target specific students on the border line of proficiency ratings o Schedule small group instruction/test preparation sessions for borderline students. o AIS designated teacher for each site o Administrative periods used to administer AIS to students who are identified as at risk or struggling o **Assessment** o Assess grades 3-8 standard assessment students Scantron in the fall, winter and spring. o Assess both standard assessment and eligible alternate assessment students with ECLAS -grades K - 2.

	• Administer Predictive Exams before state assessment exams. • Assess student progress every six weeks using Scantron Online Performance Assessments, Mondo Unit Assessments, Write Source, Gateways and Focus Forward. • Administer Practice State Exams using previous state tests as a predictive assessment and to target high needs areas for both ELA and Math grades 3-8 • Administer Reading Assessments every 3 months to track student progress and areas of improvement • **<u>Curriculum</u>** • Develop scripted curriculum binders for ELA • October 2010, implement Student Portfolio checklist which is aligned with the three learning standards within the reading, writing and listening modalities (Reading, Listening/Writing Mechanics, Reading/Writing)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• Schedule D75 professional development; schedule funds to secure coverage teachers. • Schedule daily common planning as reflected in teachers' schedules • Adjust budget to reflect paid preparatory periods for teachers to meet beyond common planning administrative periods. • Align budget to support learning community per session activities • Align budget to purchase great source learning program • Align budget to purchase grade specific classroom sets of books aligned to grade specific suggested reading lists. • Purchase supplies needed in support of SCANTRON, ACUITY Predictive • Purchase supplies needed to implement the Student Portfolio checklist.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Bi-Monthly Interim Scantron Assessment • Bi –Annual Acuity predictive assessment • Thrice Annual Report cards • Monthly Student portfolios • Bi-Annual ECLAS assessment results • Great Source Learning, Focus Forward, Gateways and Earobics curricular assessments

III. Parent Involvement

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Increase in Parental Participation on School Environment Survey** Development of effective strategies to increase parent involvement in the school as evidenced by a 20% increase in Parent Participation on the 2010-2011 NYC School Survey Report

Action Plan
Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.
	• September 2010-Parent Meet and Greet Breakfasts at each P811M site.
	• September 2010-ongoing Communication with parents will be through newsletters, telephone outreach, e-mails, letters, bulletins, questionnaires and surveys.
	   o All information will be available in translated versions as needed.
	• September 2010- ongoing School events will be planned such as parent workshops, family days PTA meetings, SLT meetings, Parent Teacher conferences, and scheduled annual IEP reviews.
	   o Translators will be available if needed. Families will be given proper notification well in advance of all activities.
	• October 2010-Ongoing Special activity assembly's and celebrations of student work will involve families through-out the year
	• November 2010- Annual Thanksgiving feast at all sites.
	• Administration key school personnel and parent coordinator will work collaboratively to plan workshops for parents to support positive student outcomes (i.e. technology, PECs, etc.)
	• School and parent coordinator will work collaboratively with other D75 schools in the planning, participating and coordinating events.
	• October 2010 - ARIS Parent Link will be shared with parents through home communication.
	• October 2010PBIS team will meet with parent coordinator to review and plan parent meeting with the PBIS/Emotional Literacy (EL) Team to describe school-wide behavior plan and guidelines for parent involvement. Parent/home component included
	• January - June 2011- Learning Environment Survey will be discussed and distributed with incentives for completion.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• Tax Levy monies Parent Coordinator instructional funding both object code 489 - parent involvement and 130 for supplies.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• There will be a minimum 20% increase in the number of personal phone calls made to parents each month by administrators, teachers, and parent coordinators by keeping phone logs of each call made. • June 2011 - A 20% increase in the number of parents/guardians participating in school activities as evidenced by sign in sheets and percentage of completed Learning Environment Surveys.

IV. Goal: NYSAA

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Increase levels of student progress and proficiency in ELA and Math on the NYSAA** 95% of alternate assessment students in grades 3-8 will score level 3 or above in proficiency on the ELA and Math NYSAA exam administered during the 2010-2011 school year.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• October 4, 2010-February 11, 2010 Administrators, teachers, coaches, coordinators and support staff will attend NYSAA administration training for the 2010-2011 academic school-year. • November 2010 – February 2011 Collegial reviews focusing on improving student achievement will be held at different sites throughout the organization. • November 2010- February 2011 During common planning time, the NYSAA liaison will work closely with staff members to ensure Individualized Education Program goals and objectives, lesson planning, core curriculum and Alternate Grade Level Indicators reflect the academic success of each student. • November 2010 - An ARIS community will be created by the NYSAA liaison and utilized to disseminate pertinent benchmarks pertaining to the NYSAA administration time-frame. • November 2010 – February 2011The ARIS community will also provide staff members with resources and a space for communication regarding increasing student achievement. • January 14, 2011- First submission for review by NYSAA Liaison • February 11, 2011- Final Submission of NYSAA documents
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• All Funds Will be Tax levy • Purchase supplies needed in support of NYSAA assessments. • Adjust schedules and provide coverage for teacher peer reviews of NYSAA assessment binders. • NYSAA Liaison
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Agendas and sign in sheets of meetings • October 4 2010 Administration Period for NYSAA begins • November 2,2010 Teacher NYSAA Training. Teachers must be registered in Profile with all of their students in the system under correct birthdates and assessment grades • November 19 2010 – 2010-2011 NYSAA Administration Planning Tool worksheets must be completed and submitted for each student • December 10 2010 1st Collegial Review-All ELA sections must be completed with AGLIs, tasks, and pieces of evidence. • January 7 2010 2nd Collegial Review-All ELA sections must be completed with AGLIs, tasks, and pieces of evidence. • January 21 2011 3rd Collegial Review-All Science sections must be completed with AGLIs, tasks, and pieces of verifying evidence. • January 21 2011 Completed Datafolios for every student submitted • February 11, 2011- Completed Datafolios for every Student

V. Goal: Autistic Spectrum Disorder-Communication

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Increase communication skills of students in 6:1:1 / 8:1:2 classes by generalizing receptive language and requesting goals across all subject areas.** By June 2011, students with autism will demonstrate a 5% increase in two of their priority communication domains as evidenced by the ABLSS-_R assessment
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Describe your plan for meeting your goal, including staffing, scheduling, and funding.** • September 2010- Principal, Assistant Principals, and School Based Coach collaborate to plan goals for the school year which address communication and behavior needs of students. • September 2010 – Principal, Assistant Principals, and School Based Coach give home room teachers & coverage teacher's non-negotiable checklist which included ABLLS-R assessment, *Individualized Structured Teaching Plan,* and communication system goals. • Monthly visits occur for all homeroom teachers by other teachers, coach or administration to give feedback on progress towards non-negotiable lists. • Monthly Data collection on Communication goals across all subject areas and teachers will show us progress made towards the generalization of communication skills on at least a monthly schedule. • September 2010 - Speech teachers collaborate with Assistant Principals to determine caseload and schedules that will maximize time spent in the classroom collaborating with homeroom teachers. • September 2010 – June 2011 – School Based Coach or D75 professional developments are used to train coverage teachers, classroom teachers, and paraprofessionals in use of Devices and Picture Exchange Communication systems for all non-verbal students. • November 2010 – Collaborative meetings occur between teachers, RSPs, coach to determine priority domains and discuss individual students. • October 2009 – June 2010 - Monthly data will be taken on communication IEP objectives, driven by ABLLS-R assessment, in all subject areas in the form of a PROGRESS REPORT • October 2009 – June 2010 – School will offer additional parent training focused on increasing requesting skills in all environments. • September 2009-August 2010 - ongoing Common meeting times with stakeholders, facilitated by school leadership using Scaffolded action research and Inquiry team data as well as information from websites such as Naset`, to assess, plan and drive instruction.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• Any necessary funding will be Tax-Levy dollars • Alternate Assessment Coordinator
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• By November 2010 100% of 6:1:1 and 8:1:2 students will be fully assessed using the ABLLS-R, Brigance, or QRI-4 as determined by the classroom teacher and coordinator. • By December 2010 all teachers of 6:1:1 and 8:1:1 students will be instructed in the use of monthly progress reports targeting prioritized communication / language skills. Reports will be implemented across all classes. By March 2011, school teams will review monthly progress reports to check that students have increased in

	prompt level towards independence in at least two objective areas, across at least 2 subject areas, and 2 people. • By June 2011, 100% of 6:1:1 and 8:1:2 students will be fully assessed using the ABLLS=R, Brigance or QRI-4 • Administrative team and school based coach / coordinators will review data from assessments and monthly progress reports to determine next steps for meeting annual goal. Looking for at least a 3% increase in 2 prioritized communication / language skill for each student.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: *All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6.* ***Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.*** *(Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)*

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR <u>ALL</u> SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	8	8	N/A	N/A	8	8	8	
1	12	12	N/A	N/A	12	12	12	
2	30	30	N/A	N/A	30	30	30	
3	45	45	N/A	N/A	45	45	45	
4	26	26	26	26	26	26	26	
5	25	25	25	25	25	25	25	
6	38	38	38	38	38	38	38	
7	19	19	19	19	19	19	19	
8	12	12	12	12	12	12	12	
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:
- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students are assessed through formal and informal assessments for example, IEP goals, teachers' observations, ECLAS, Interim Assessments, and Standardized Assessments. Students at risk of not meeting standards receive AIS services through an array of programs and strategies. **Wilson's FUNdations** is provided in small groups for students in grades K-3 during the school day. The skills addressed with program are: decoding, encoding & sight word fluency, vocabulary, oral expressive language development and comprehension. **Great Source Reader's Handbook** is utilized in grade 3-8 to improve reading comprehension. The program teaches skills of good readers and is used in small group settings. **Write Source** is a supplemental piece to the writing curriculum and is designed to help students with the mechanics of writing. **Focus Forward** will be used in three classrooms, aiding 28 students in reading comprehension and writing skills. It is mainly done in small groups. **Gateways** is focused on enhancing reading comprehension skills in the middle grades. 36 students will benefit from Gateways in three classes this school year. Small group and 1:1 work will compose much of Gateways. **EARobics** is an online component to be used with Gateways and Focus Forward. This piece will deliver reading comprehension practice for students in a technological format. **Leap Frog Pads** are utilized during one to one instruction, small group instruction, and independent student work. They are used during the school day and after school. This program helps to develop phonics, phonological awareness, decoding, and vocabulary. **The Great Leaps** program is utilized during one-to-one with AIS teachers during the school day. The program provides drill and practice for reading fluency. **Summer Success** is a program used during summer school and in small groups. It provides strategies to develop reading skills. For students in grades K-8 **Words Their Way** Used during the school day with grades K - 3. word study for phonics, phonemic awareness, vocabulary, and spelling **Handwriting Without Tears** Used during the school day with grades PreK - 5 strategies for making legible and fluent handwriting an easy and automatic skill for students **Academic Intervention Instruction** Teachers designated as additional instructors of ELA will instruct small groups and 1:1 at least 3 times a week for 45 minutes a session.
Mathematics:	Students are assessed through formal and informal assessments for example, IEP goals, teachers' observations, Everyday math unit tests, Interim Assessment, and Standardized Assessments. Students at risk of not meeting standards receive AIS services through an array of programs and strategies. **Math Steps** is used with our K-12th grade students during the school day. It is provided in small group instruction and one-to-one instruction, basic number concepts, addition, subtraction, multiplication, dividing, fractions, decimals, rates, ratios, proportions, percents, **Summer Success Math** is utilized during summer school in grades K-8th. It is used in small group instruction and introduces, reinforces and reviews key math concepts.

	Everyday Math Games are provided to students in K-5th. They provide drill exercise aimed primary at building fact and operations skills. This is done in small guided groups. **Great Leaps** Math is provided to students in grades 3-8th. It provides them with drill & practice of addition, subtraction, multiplication & division. terms and concepts to help build mathematics literacy. **Academic Intervention Teachers** designated as additional instructors of Math will instruct small groups and 1:1 at least 3 times a week for 45 minutes a session.
Science:	Our Applied Learning Cluster teacher provides extra support in the development and understanding of science concepts through exploration and experimentation. After school trips to study the environment, hands-on activities and use of technology for research are also implemented into the program. Our computer lab is utilized for research throughout the school day and afterschool tutoring, in small group instruction, and during one-to-one instruction. Science teachers provide students with small group instructions as well one-to-one instruction during the day.
Social Studies:	Our computer lab is utilized for research throughout the school day and afterschool for tutoring, in small group instruction, and during one-to-one instruction. In addition, for extra support, interactive software programs, with Social Studies themes, are available for small group instruction to enhance the Social Studies curriculum. Our Applied Learning Cluster teacher provides extra support in the development and understanding of Science concepts through exploration. After school trips to study the environment, hands-on activates and use of technology for research are also implemented into the program.
At-risk Services Provided by the Guidance Counselor:	Intensive Counseling and Guidance is provided to students and their families Positive Behavior & Intervention Supports Life Space Crisis Intervention Therapeutic Crisis Intervention Social Skills Training Character Education Developmental Assets Push-In Academic Support High School Placement Support
At-risk Services Provided by the School Psychologist:	P811M has a full-time school psychologist at the main site and part-time school psychologists at P811M@149 and P811M@101. The school psychologist assists in Functional Behavior Assessment and Behavioral Intervention Plans as well as as-needed reevaluations to ensure the needs of all students are being met.
At-risk Services Provided by the Social Worker:	Intensive Counseling and Guidance is provided to students and their families. Positive Behavior Intervention & Supports Life Space Crisis Intervention Therapeutic Crisis Intervention Social Skills Training Character Education Parental Workshops and Meetings Developmental Assets
At-risk Health-related Services:	Referrals, Guidance, outreach and workshops are provided to students and their families based on their individual needs and requirements

<u>**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**</u>

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- ◉ There will be <u>no revisions</u> to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- ◉ We have made <u>minor revisions</u> to our school's approved 2009-10 Title III <u>program narrative</u> for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

- ◉ We have made <u>minor revisions</u> to our school's approved 2009-10 Title III <u>budget</u> for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

- ☒ Our school's 2009-10 Title III <u>program narrative and budget have been revised</u> for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

<u>Section I. Student and School Information</u>

Grade Level(s): <u>3rd-8th grades</u>   Number of Students to be Served: 18 students   LEP: <u> 18 students </u>   Non-LEP: <u>0 students</u>

Number of Teachers: <u>3</u>   Other Staff: Paraprofessionals: <u>2 </u>

School Building Instructional Program/Professional Development Overview

<u>Section II. Title III, Part A LEP Program Narrative</u>

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP

students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Mickey Mantle School (PS811M) has a freestanding English as a Second Language Program(ESL). Our Title III After – School Program is in addition to the programs required under CR Part 154. The school language instruction program is designed with a combination of push-in, pull-out models, in English. The pull-out service is provided for 45 minutes in groups of 3-4 students, using the cooperative learning approach. Students are grouped based on student to staff ratios of 12:1:1, 8:1:2, 8:1:1 and 6:1:1 within three consecutive grades and IEP recommendations. In addition, the pull-out model is aligned with the English as a Second Language Learning Standards, the English Language Arts Standards, as well as Alternate Grade Level Indicators (AGLIs)for students who are alternate assessment.   Depending on students' needs, the push-in model is used to assist students across curricular areas, and allow the students to remain in the classroom with their English speaking peers. The push-in model allows the ESL and classroom teachers to collaborate in order to reach high academic achievement standards in the target language.

Based on the students' different learning styles and individual student needs, ESL teachers engage each student in the learning process. The instructional approaches and methods used to make content areas comprehensible to enrich language development are:

Balanced Literacy
Total Physical Response (TPR)
Cooperative Learning
Whole Language Instruction
Community Language Learning
Natural Approach for Acquisition
Learning Experience Approach

The school population includes three hundred and thirty-six students. Fifty of these students are ELLs. This consists of 14.88 percentage of the student population. The ELLs range in age from five years to thirteen years of age. In addition, the grade levels are kindergarten to grade eight.   There are thirty students who are in standardized assessment and twenty of our students are alternate assessment. The Home Language Identification Survey of ELLs indicated that: four students in kindergarten are Spanish speaking; two, in first grade are Spanish speaking; four, in second grade are Spanish speaking and one student is Albanian speaking; nine, in third grade are Spanish speaking; one student speaks Bengali and two students speak Mandingo; six students in fourth grade are Spanish speaking, two students in fifth grade are Spanish speaking; seven students in sixth grade are Spanish speaking; ten students in seventh grade are Spanish speaking and two students in eighth grade are Spanish speaking.

The NYSESLAT and the LAB-R scores for all our ELLs are as follows: kindergarten, four students are beginners; first grade, two students are beginners, and one intermediate; second grade, five students are beginners, and one student is intermediate; third grade, six

students are beginners, four students are intermediate, and one student is advanced; fourth grade, five students are beginners and one student is advanced; fifth grade, one student is beginner, and one student is intermediate; sixth grade, two students are beginners, and four students are intermediate, and one student is advanced; seventh grade, six students are beginners, one student is intermediate, and two students are advanced; eighth grade, one student is beginner, one intermediate, and two advanced.

Our Title lll language supplemental instructional After-School program at Mickey Mantle School will help English Language Learners (ELLs) attain English proficiency while meeting state academic achievement standards. The program will be offered to eighteen ELLs that are in all our sites. The exact number of ELLs in each grade level are: third grade, five students; fifth grade, one student; sixth grade, six students; seventh grade, four students; and eighth grade, two students. The ratio of student-staff is the following: 8:1:1, six students; and 12:1:1, twelve students. Furthermore, the Spring 2010 NYSESLAT levels for the ELL participates are as follows: beginners: third grade, two students, seventh grade, two students, eighth grade, one student, intermediate level: third grade, two students, fifth grade, one student, sixth grade, five students, seventh grade, one student, eighth grade, one student, and advanced: third grade, one student, sixth grade, one student, and seventh grade, one student.

The Mickey Mantle School Title III After-School ESL Program for 2010-2011 will be based on a theater curriculum.   The thematic unit will be entitled, "Theater, Shakespeare, and ESL Students". Shakespeare has been chosen due to the fact that he is a legend. He has been a great influence on the English language. Therefore, the combination of ESL and Shakespeare will increase our ELLs English language acquisition. The purpose of our unit is to develop different activities that will tap the students' different learning styles and target their multiple intelligences.   Based on the research, Dr. Howard Gardner has identified nine different kinds of intelligences, such as: Verbal/Linguistic, Logical/ Mathematical, Visual/Spatial, Bodily/Kinesthetic, Musical/Rhythmic, Interpersonal, Intrapersonal, Naturalistic and Spiritual/Existential. This listing can be found at : Burke, K. B(1994). "The Mindful School: How to Assess Authentic Learning."The Mickey Mantle Title lll After- School ESL program will integrate many of these multiple intelligences. One of these intelligences, bodily /kinesthetic, will be used in our program as our students learn appropriate ways to use their bodies and become aware of their bodies. This PS811M Title lll After-School program is going to benefit our ELLs, because through theater they can: build self-esteem; critical thinking skills; social and cognitive development; promote discourse with oral language skills, oral presentation skills, fluency and reading comprehension; gain confidence and independence; have hands-on experiences, and enhance multicultural understanding. We must keep in mind the different learning styles of each one of our students. ESL teachers, the theater teacher and the two teacher assistances will differentiate the instruction in order to engage our students. The theater unit will enrich our ELLs' literacy by going beyond the classroom walls. The use of creative drama techniques and comprehension through drama will expose them to background knowledge and build their schemata to improve their reading skills. Therefore, they will be able to connect text with their personal experiences, text to text and text to the world.

The Title III After – School Instructional Program is created hand -in- hand with the ESL standards and theater standards. Following students' listening to/viewing part of a scene from "A Midsummer Night's Dream", they will be required to act a part of the scene, read the scene and write or sketch the scene over in their own words. The above activity will be aligned with the theater standard 1: Creating, performing and participating in the arts. Students will actively engage in the processes that constitute creation and performance in the arts, and participate in various roles in the arts.   Along with this activity the following ESL standard will be aligned with the task: ESL Standard 1: Students will listen, speak, read, and write in English for information and understanding.   The theater making playwriting / play making benchmark for grade two is: students recognize and understand the dramatic elements of a story prior to putting pen to page playwriting is preceded by play making. The developing theater literacy benchmark for grade five is: Students refine their knowledge of

dramatic literature through an examination of a range of scripts. Consequently, making connections through theater benchmark for grade eight is: Students examine the themes and context of theater works to recognize and connect personal experience to universal themes. The performance indicators that will apply to standard 1 are: 1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful, 2. View, listen to, read, gather, organize and discuss information from various sources. Appropriate AGLIs, for our alternate assessment students, will be addressed for ELLs grades three and higher.

In addition, students will be able to guide an exploration of the school auditorium and theater, identifying and naming the areas of the house, theater and backstage area. This assignment is in conjunction with theater standard 2: Knowing and using arts materials and resources. The ESL Standard 2 also aligns with this activity: Students will listen, speak, read and write in English for literary response, enjoyment, and expression. The developing theater literacy benchmark for grade two is: Students develop an understanding of dramatic structure and theater traditions. The theater making: playwriting/ play making benchmark for grade five is: Through research, editing, revision and critique, students become aware of the various stages of playwriting. The playwriting/play making theater benchmark for grade eight is: Students apply elements of research, imagination and revision in their dramatic writing. Performance indicators and AGLIs that will apply to standard 2 are: 5. Make predictions, inferences, and deductions and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form; and performance indicator 9: Engage in collaborative activities through a variety of student groupings to create and respond to literature.

Our opening routine will involve a round table meeting, where we will discuss the schedule of events for the afternoon, have a snack, and discuss those topics of interest to be explored through theater. Students will have a warm up activity, in the form of acting games, in order that they will be able to focus on our daily task. One of these games is called, "I Sit in the Woods." We will begin our Mickey Mantle Title lll After-School program with a DVD of "West Side Story" in order to depict a modern day version of" Romeo and Juliet". Other DVDs utilized will include: "Shakespeare for Children" and "A Midsummer Night's Dream". Students will be exposed to theater terminology, examination of character traits, role playing, visualization and chunking. This technique was discussed by Christina Porter in "Innovation: Teaching Shakespeare to English Learners", English Journal, Vol. 99, No. 1, September, 2009.Activities will be performed where students break scenes into segments based on changes of emotion and action. One of the teaching approaches that we will use is that teachers will put important lines from the scene on index cards, and students will read them aloud. The purpose of this activity is that they can practice the oral language through repetition of the words. Furthermore, they will create their sentences to be added to the scene. Students will be able to make predictions for the following scenes. As part of this activity, students will group in cooperative learning styles to work together in acquiring new vocabulary words,that they will use to write their own sentences and scenes. We will write the sentences for them (if needed), or have the students draw pictures. In addition, the Total Physical Response (TPR) is an ESL strategy which will help students to keep on task. The students will perform different scenes, through hands-on experiences, by being on stage. The differentiated instruction will divide our students into groups according to their ages, grade levels, NYSESLAT levels, student needs, and student to staff ratios. Each of the two groups of students in the Title lll After-School Program will be instructed by an ESL teacher, with the theater teacher alternating between the two groups , to guarantee that the students stay on task. The students will be introduced to the play " A Midsummer Night's Dreams" through books which are age and grade appropriate. Students will be studying certain scenes that they will be performing as a culminating event at school. Mickey Mantle Title lll After-School program ELLs will do an author study about William Shakespeare, and will read adapted Shakespearean scripts for literacy. Also, they will learn how to create their

own scenes and make their own costumes with the assistance of their teachers and parents. A field trip to a play is also an integral component of our PS811M After-School ESL Title III Program.

The supplemental instructional After-School program will be held on Wednesday afternoons from 3:00-5:00. The program will run for nineteen sessions. The program has been scheduled to begin on Wednesday, December 1, 2010 and conclude on Wednesday, April 27, 2011. The program will be held in the English Language, and will be provided by two certified ESL teachers, one of whom is a native Spanish speaker. A certified Special Education Teacher, who is also certified in theater, will also be an integral part of our Mickey Mantle Title III ESL After-School program. Finally, our Title III program will be complimented through the assistance of our two bilingual paraprofessionals.

The Title III program will be assessed in the following ways: rubrics; videotaping; and teachers' observation. The two ESL instructors will design a comprehensive course rubric to assess five components of each student's work. Ideal guidelines for each component will be explained to parents and students at the beginning of the course and monitored throughout the program. The components will be as follows: 1. Attendance; 2. participation / behavior; 3. mini-stage presentations; 4. independent work ethic and completing classroom assignments and 5. final stage performances.

Parent and Community-

Establishing a strong partnership between parents and schools early in the school year is crucial to a student's success throughout the year. One way to connect with parents of ELLs is to host a bilingual family night at the beginning of our supplemental and instructional after – school Title III program.   This bilingual family night will be conducted on Thursday, November 18, 2010 from 3:00 – 4:30 pm. The two ESL teachers will meet and greet the parents, present a contract indicating commitment to attend the program and a collective goal to build an air of anticipation to the program. For our parents of our participating ELLs who are Spanish speaking, one of our ESL teachers will be able to translate the entire information into Spanish. Light refreshments will be provided to all, at our bilingual family night. Transportation cards will be provided as well. In addition, the two ESL instructors are planning monthly parent workshops. These workshops will be held the first Tuesday of every month from December 7th ,2010 to April 4th, 2011 (five sessions) from 4:30 to 6:00 p.m. The information will be disseminated through a multilingual flyer. At these monthly workshops, parents will be given information about the benefit of the program.   This program has been developed with the idea of helping our students to enrich their social and academic language skills, as well as their self-confidence ,in using the target language. Parental support is crucial in this program. Parents or guardians will be welcome to accompany their child to every Title III Wednesday afternoon session, and will be encouraged to participate in the activities along with their child. Parents will also be invited to assist with the preparation of costumes for the final performance. At the culminating event, which is a stage performance of "A Midsummer Night's Dream", parents' participation will be crucial. Parents' involvement will be greatly needed as they assist with: costume dressers, in costume repair, and insuring that students will be on time for their cues. Also, parents will be invited to participate as chaperones for the field trip.   Parents will be invited to attend the final stage performance of "A Midsummer Night's Dream".

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

   The professional development for Title III will be supplemental to the professional development provided under part C-R 154. The professional development program for Mickey Mantle's Title lll After-School Program will be provided for: the administrator, two certified ESL teachers and two teacher assistants. The PDs will be administered by a certified theater/ special education teacher.   The professional developments, as well as the whole program, will be held at the main site.

      Workshop: Strategies of Acting
                       Wednesday, November 17, 2010

                       The Life and Language of William Shakespeare
                       Thursday, December 2, 2010

                        Developing Literacy in Art
                        Thursday, December 9, 2010

Section III. Title III Budget

School: The Mickey Mantle School-PS811M   **BEDS Code: 75M811_____**

Allocation Amount:		
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) - Per session - Per diem	($9,873.92)	1 supervisor x1 day in the week x 2 hours x 19 weeks@ $52.21/hr. =$1,983.98 3 Teachers x 1 day in the week x 2 hours x 19 weeks @ $49.89/hr = $5,687.46 2 Paraprofessionals x 1 day in the week x 2hoursx 19 weeks @ $28.98/hr. =$2, 202.48
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	$521.57	20 "A Midsummer Night's Dream" books @.92c = $18.40 7 " Romeo and Juliet for Kids" books @$9.95 = $69.65 5 "Shakespeare for Kids: His Life and Times" activity books@ $16.95 = $84.75 22 "West Side Story" books @$1.95=$42.90 Material for costumes=$100.00 37 Caps @ $1.00/cap=$37.00 37 T-shirts @ 3shirts/$12.99 for 13 packages=$168.87
Educational Software (Object Code 199)	$66.97	1 "William Shakespeare Collection" DVD @ $24.99= $24.99 1 "West Side Story" DVD @ $14.99= $14.99 1 "A Midsummer Night's Dream" DVD @ $26.99= $26.99
Travel **(Field Trip)** **For Parental Involvement**	$930.00 $540.00	Field Trip 20 tickets for "West Side Story" @ $46.50per ticket= $930.00 20 Metrocards (for 20 parents) @ $4.50 per Metrocard for 1 bilingual family night and 5 parents workshops = $540.00

Other **Professional Development** Strategies of Acting Wednesday, November 17, 2010 The Life and Language of William Shakespeare Thursday, December 2, 2010 Developing Literacy in Art Thursday, December 9, 2010	$1,559.04	1 supervisor x 1 day in the week x 2 hrs x 3 weeks @ $52.21/hr = $313.26 2 ESL teachers x 1 day in the week x 2 hrs x 3 weeks @ $49.89 = $598.68 1 Theater teacher x 1 day in the week x 2 hrs x 3 weeks @ $49.89 = $299.34 2 paraprofessionals x 1 day in the week x 2 hrs x 3 weeks @ $28.98 = $347.76
Parental Involvement **Introduction of Title III Theater Program** **Power point presentation on Multiple Intelligences** **ESL Methodologies** **Monthly progress reports**	$1,367.92	**Bilingual Family Night:** 1 supervisor x 1 day in the week x 1.5 hrs x 1 week @ $52.21/ hr= $78.32 2 ESL teachers x 1 day in the week x 1.5 hrs x 1 weeks @ $49.89 = $149.67 **Parent Workshops** 1 supervisor x 1 day in the week x 1.5 hrs x 5 weeks @ $52.21/hr= $391.58 2 ESL teachers x 1 day in the week x 1.5 hrs x 5 weeks @ $49.89 = $748.35
	$140.58	**Refreshments** Refreshments for bilingual family night and 5 parent workshops snacks 6 nights = $116.58 Water 6 nights @ $6 for 24 bottles/ 4 packs = $24.00
TOTAL	$15, 000.00	

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

   During the initial student admission/intake, the parent is asked to complete the Home Language Identification Survey (HLIS) in their native language, if this is the child's first time entering a New York City Department of Education School. On the HLIS document a parent is requested to indicate their preferred language in receiving oral communication and written information from the school.

   Consequently, the parent coordinator makes certain that there is communication with the families and guardians of ELLs by providing translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the fifteen foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone, with any of the translation or interpretation needs of the ELL parents.

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

   The population at the Mickey Mantle School consists of ELL learners, who are mostly Hispanic. The school's written and oral translation needs for Spanish were found to be met. In addition, the New York City Department of Education provides a Translation and Interpretation Unit for written and oral translation needs for our ELL students, whose native language is other than Spanish.

   The school community was informed about the findings through the LAP and parent - teacher conferences.

Part B: Strategies and Activities

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

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

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

    The Mickey Mantle School provides oral interpretation services in the Spanish language through the assistance of the following staff: a certified ESL teacher, parent coordinator, bilingual social worker, bilingual speech therapist, and paraprofessionals. In addition, we include our bilingual assistant principal to help with translation and interpretation parental needs. If no staff is available with knowledge of the student's native language, the translation and interpretation offices will be asked to perform this service. This action is available through three-way phone conversations, or persons arriving at the school for oral interpretation needs.

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

    The Bill of Parent Rights and Responsibilities is available at the Mickey Mantle School. In addition, our school provides a school safety plan for parental information. If these forms are not available in the parent's native language, a special request will be placed with the translation and interpretation unit. The complete information about the ELL department is available for parents via the following link: http://schools.nyc.gov/Offices/District75/Departments/ELL/default.htm.

All Title I schools must complete this appendix.

Directions:
- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I <u>Schoolwide Program (SWP) schools</u> must complete Part C of this appendix.
- Title I <u>Targeted Assistance (TAS) schools</u> must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP),** which includes the **School-Parent Compact.**

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact.   Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    b) Use effective methods and instructional strategies that are based on scientifically-based research that:
        o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        o Help provide an enriched and accelerated curriculum.
        o Meet the educational needs of historically underserved populations.
        o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source *(i.e., Federal, State, or Local)*	Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program (☞)			Amount Contributed to Schoolwide Pool *(Refer to Galaxy for FY'11 school allocation amounts)*	Check (☞) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (☞)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. –

Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. <u>Note:</u> If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____   **SURR[3] Phase/Group** *(If applicable):* _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For <u>Title I Schools</u> Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____   **Year of Identification:** _____   **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

All schools must complete this appendix.

Directions:
- *All* Title I schools must complete Part A of this appendix.
- *All* Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **N/A**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. **N/A**
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school. **N/A**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
    9 Students
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
    N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
    o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. M811 - Mickey Mantle School							
District:	75	**DBN:**	75M81	**School**		307500011811		

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungrade	v	
	2	v	6	v	10				

Enrollment

(As of October 31)	2008-	2009-	2010-
Pre-K	15	20	19
Kindergarten	30	7	9
Grade 1	43	20	13
Grade 2	65	27	27
Grade 3	30	31	37
Grade 4	41	23	28
Grade 5	10	33	24
Grade 6	23	20	27
Grade 7	11	13	20
Grade 8	6	6	24
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	62	160	103
Total	336	360	331

Attendance - % of days students attended:

(As of June 30)	2007-	2008-	2009-
			NR

Student Stability - % of Enrollment:

(As of June 30)	2007-	2008-	2009-
		77.7	82.8

Poverty Rate - % of Enrollment:

(As of October 31)	2008-	2009-	2010-
	82.5	0.0	NA

Students in Temporary Housing - Total Number:

(As of June 30)	2007-	2008-	2009-
	12	22	20

Recent Immigrants - Total Number:

(As of October 31)	2007-	2008-	2009-
	0	0	0

Special Education

(As of October 31)	2008-	2009-	2010-
# in Self-Contained Classes	321	340	0
# in Collaborative Team Teaching (CTT)	15	20	19
Number all others	0	0	309

These students are included in the enrollment information above.

Suspensions (OSYD Reporting) - Total Number:

(As of June 30)	2007-	2008-	2009-
Principal Suspensions	0	7	7
Superintendent Suspensions	3	0	0

Special High School Programs - Total Number:

(As of October 31)	2007-	2008-	2009-
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)

(As of October 31)	2008-	2009-	2010-
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang.	0	0	TBD
# receiving ESL services only	9	32	TBD
# ELLs with IEPs	8	45	TBD

These students are included in the General and Special Education enrollment information above.

Number of Staff - Includes all full-time staff:

(As of October 31)	2007-	2008-	2009-
Number of Teachers	87	86	0
Number of Administrators and Other Professionals	88	87	0
Number of Educational Paraprofessionals	56	42	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	*(As of October 31)*	2007-	2008-	2009-
	0	0	4	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	51.7	73.3	0.0
				% more than 5 years teaching anywhere	39.1	50.0	0.0
Ethnicity and Gender - % of Enrollment:				*% Masters Degree or higher*	90.0	92.0	0.0
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	71.4	80.0	0.0
American Indian or Alaska Native	2.4	2.5	1.8				
Black or African American	39.9	36.7	40.5				
Hispanic or Latino	49.4	48.6	48.0				
Asian or Native Hawaiian/Other Pacific	1.2	1.1	0.6				
White	7.1	11.1	9.1				
Male	82.1	79.4	87.0				
Female	17.9	20.6	13.0				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Non-						
Years the School			2007-	2008-09	2009-	2010-	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes, area(s)					

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

		Phase			**Category**		
	In			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) –						
	Corrective Action (CA) –						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			**Secondary Level**			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	F	**Overall Evaluation:**	NR
Overall Score:	30.3	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	4.8	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	3.8	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	17.2		
(Comprises 60% of the			
Additional Credit:	4.5		

KEY: AYP STATUS	**KEY: QUALITY REVIEW SCORE**
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 1		District 75	School Number 811	School Name Mickey Mantle School
Principal Mr. Barry Daub			Assistant Principal Mr. J. McCormick	
Coach Ms. Jillian Reich			Coach	
Teacher/Subject Area Mrs. Almeida, ESL			Guidance Counselor Mrs. C.Perez	
Teacher/Subject Area Mrs. Pearlstein, ESL			Parent	
Teacher/Subject Area Mrs. L. Cragan - Science			Parent Coordinator Mrs. B. Garcia	
Related Service Provider Ms. J Parris - Speech			Other	
Network Leader Ms. Adrienne Edelstein			Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	336	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	14.88%

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:
1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

As part of the identification process for the English Language Learners (ELLs) students, parents need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language. This HLIS is presented and finished at the Committee of Special Education(CSE). The CSE is where our parents first arrive, as the beginning step for District 75. The Department of Education has created the HLIS in fifteen home languages other than English, because these are the main languages of our students. Additional languages may be acquired from the Translation and Interpretation Department if they are needed. During the students' intake, an informal initial assessment interview is performed with each student in English. During the interview, if it is noted that the student is a speaker other than English, an interview is conducted in their native language. Consequently, if it is determined by the HLIS that the student is a Limited English Proficient (LEP) student, an English to Speakers of other Languages (ESL) teacher(Ms. Ameida or Ms. Pearlstein) will administer the Language Assessment Battery Revised – (LAB-R). The assessment score may show that the student is in need of the English as a Second Language (ESL) services and the ESL teacher(Ms. Almeida or Ms. Pearlstein) will place the student in the freestanding ESL program according to their proficiency level. Consequently, students whose native language is Spanish are also administered the Spanish LAB if they do not pass the LAB-R. This process must be done within 10 school days. Furthermore, using the NYSESLAT score, we will be able to identify ELL students' proficiency levels (Beginner, Intermediate, Advanced and Proficiency). The test will indicate whether or not the student has progressed and their proficiency level has advanced. These results will assist the certified ESL teacher(Ms. Almeida or Ms. Pearlstein) with their instruction.

Parental involvement is a major facet of the Mickey Mantle School's mission. The Committee of Special Education (CSE) always ensures that their meetings are in conjunction with the parents. Since our school provides the program choice of Freestanding ESL, we guarantee that our new parents understand the philosophy behind the Freestanding ESL program. The Mickey Mantle School schedules a breakfast for the parents within the first two weeks of the onset of school run and facilitated by the parent coordinator. The purpose of this meeting is to serve as a meet and greet as well as to provide parents with an orientation of the services that we offer. During the orientation meeting, we(Ms. Almeida, Ms. Pearlstein) explain to the parents that the ESL program is a service that will benefit their children through the English Language Arts program. The students will receive instruction on listening, speaking, reading and writing English. In addition, the ESL teachers(Ms. Almeida, Ms. Pearlstein) inform the parents or guardians of ELL s of: the school system, program objectives, state and city standards, curriculum, assessment, students' expectations, and the educational program regulations.

Since the Mickey Mantle School is a District 75 school with a freestanding ESL program, this is the program model choice available to our ELL parents. The parents are told about our program model, at the first-step of the intake process, at the CSE meeting.When a student is identified as requiring the ESL services from Ms. Melida or Ms. Pearlstein, an entitlement letter is involved. This letter welcomes the students and their parents to the ESL program. The letters are distributed by the classroom teachers and sent home in the backpacks. A follow-up call will be made by the ESL teacher(Ms. Almeida or Ms. Pearlstein) to verify that the letters have been received. At the meet and greet breakfast for parents, the ESL teachers (Ms. Almeida and Ms. Pearlstein)present the parent survey and program selection form. These are distributed to the parents with the understanding of our school's program choice. These forms are returned through the classroom teacher.

Based on the HLIS, LAB-R and NYSESLAT scores, students are identified and placed in a Freestanding ESL instructional programs. The ESL teacher(Ms. Almeida or Ms. Pearlstein) creates an instructional schedule based on the students' proficiency levels which range from beginning level to the advanced level. Student's learning styles, chronological age, mandated class ratio and grade levels are all essential factors to keep in mind when determining a student's level of proficiency. Differentiated instruction is used at every proficiency level. ESL teachers(Ms. Almeida and Ms. Pearlstein) share with parents the thematic units being used to enhance English language acquisition. All the information is presented in the parents' native language.

The parents have selected to keep their children in the Freestanding ESL Program. This is the program choice that the Mickey Mantle School provides. However, for those students whose IEPs indicate bilingual education, an alternate placement paraprofessional is assigned to that student. At the Mickey Mantle School, we currently have three students with bilingual recommendations and three

alternate paraprofessionals who, provide language support.

     The program models offered at our school are aligned with the parents' requests. Instruction is delivered using both the push-in and pull-out models. The following student to staff ratios exist at our school: 12:1:1, 8:1:2, 8:1:1 and 6:1:1.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K⊗ 1⊗ 2⊗ 3⊗ 4⊗ 5⊗ 6⊗ 7⊗ 8⊗ 9◉ 10◉ 11◉ 12◉

Provide the number of <u>classes</u> for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														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	50	Newcomers (ELLs receiving service 0-3 years)	29	**Special Education**	50
SIFE	0	ELLs receiving service 4-6 years	15	**Long-Term (completed 6 years)**	6

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

ELLs by Subgroups										
☐	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			☐
☐	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐0
Dual Language	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐0

ESL	☐	☐	☐29	☐	☐	☐15	☐	☐	☐6	☐0
Total	☐0	☐0	☐29	☐0	☐0	☐15	☐0	☐0	☐6	☐0

Number of ELLs in a TBE program who are in alternate placement: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): | Number of third language speakers:

Ethnic breakdown of EPs (Number):
African-American: Asian: Hispanic/Latino:
Native American: White (Non-Hispanic/Latino):   Other:

Freestanding English as a Second Language													
Number of ELLs by Grade in Each Language Group													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	4	9	6	2	7	10	2					46
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other				2										2
TOTAL	4	2	5	12	6	2	7	10	2	0	0	0	0	50

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for Long-Term ELLs (completed 6 years).
    e. Describe your plan for ELLs identified as having special needs.

The organizational models at the Mickey Mantle School are push-in and pull-out. Students are grouped based on student to staff ratios of 12:1:1, 8:1:2, and 8:1:1 within three consecutive grades and IEP recommendations. In addition, 6:1:1 students are grouped according to their needs. Depending on students' needs, the push-in model is used to assist students across curricular areas, and allow the student to remain in the classroom with their English speaking peers. Utilizing the push-in model allows the ESL and classroom teacher to collaborate in the facilitation of classroom instruction. As a result, the ELL student is given the opportunity to acquire the English Language across subject areas. In doing so, the ESL Teacher(Ms. Almeida or Ms. Pearlstein) provides both English and academic content instruction at the same time. Throughout, the push-in model proceeds at the rate that the ESL teacher(Ms. Almeida or Ms. Pearlstein) feels will most benefit the ELL student. In addition, the program models consist of ungraded, heterogeneous and homogeneous groupings. Though some of our students are ungraded, we adapt and differentiate the materials and curriculum used to their chronological ages.

The two certified ESL instructors(Ms. Almeida and Ms. Pearlstein) ensure that the mandated number of instructional minutes is provided, according to the student's proficiency level, through our Freestanding ESL Program. The plan of the two certified ESL teachers, Ms. Almeida and Ms. Pearlstein, is to make certain, that our students are being fully serviced. According to CR-Part 154, correct mandated minutes in academic support with instruction in English is delivered. Minutes served are based on students' NYSESLAT score. In collaboration with ESL teachers(Ms. Almeida and Ms. Pearlstein) and other content area professionals, our school is meeting the New York State-mandated ESL/ELA allotted instruction times. In accordance with CR Part 154 mandates, our ELLs in grades K-8, who scored at the beginning and intermediate proficiency levels are receiving 360 minutes of ESL services. In spring 2011, our students will be administered the NYSESLAT. At the present time we(Ms. Almeida and Ms. Pearlstein) are preparing our beginner and intermediate ELL students for the advance level. According to CR-Part 154 mandates, all the Mickey Mantle ELL students, who will reach the advance level will be given 180 minutes of ESL / 180 minutes of ELA. Students participate in the ELA program with their classroom teachers. Since the Mickey Mantle building is K-8, when our ELLs move to the high school level, the ESL teachers(Ms. Almeida and Ms. Pearlstein) will assure that our students will continue their ESL services, with the correct mandated minutes.

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

Balanced Literacy
Total Physical Response (TPR)
Cooperative Learning
Whole Language Instruction
Community Language Learning
Natural Approach for Acquisition

In addition to the above instructional approaches, the ESL teachers(Ms. Almeida and Ms. Pearlstein) also utilize: Scaffolding, Modeling, Bridging, Contextualization, Schema Building, Facilitation of Language Functions, and Text Representation. The use of Bloom's Taxonomy instruction eases the development of the student's meta-cognition.

The Mickey Mantle School has an instructional plan for Students with Interrupted Formal Education (SIFE). If we(Ms. Almeida and Ms. Pearlstein) should receive SIFE, we would provide extra support in the form of literacy, mathematics, and technology Academic Intervention Programs. All of our ELL students are identified as having special needs. The instructional goal for newcomers is that they learn to use English to make progress in all academic areas and social settings. It is essential to use a differentiated approach for instruction in order to address the diverse learning styles of all students. Recognizing that students might be kinesthetic, visual and/or auditory learners, ESL teachers(Ms. Almeida and Ms. Pearlstein) use a multitude of pedagogical resources to address these learning styles. For example, graphic organizers are used to help students organize ideas for understanding a text. In other instances, the Total Physical Response method may be used by the ESL teacher to create activities for improving the listening skills of students. In these activities, students follow small commands related to action words that are used in lessons. Cooperative Learning groups play a significant role in the ELL teaching approach. During these groups, students share their writing, pictures, and stories with their peers. The goal for ELLs receiving services for 4-6 years is for students to increase their English literacy in the four modalities- listening, speaking, reading and writing. Critical thinking development is essential for this group of students. The ESL teacher(Ms. Almeida or Ms. Pearlstein) will always keep in mind differentiated instruction because students learn at different paces. Collaboration with the classroom teachers and related service providers will ensure long-term ELLs to get the ESL help they need, whenever required. All long-term ELLs are requested to participate in the Title III After-School Program.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
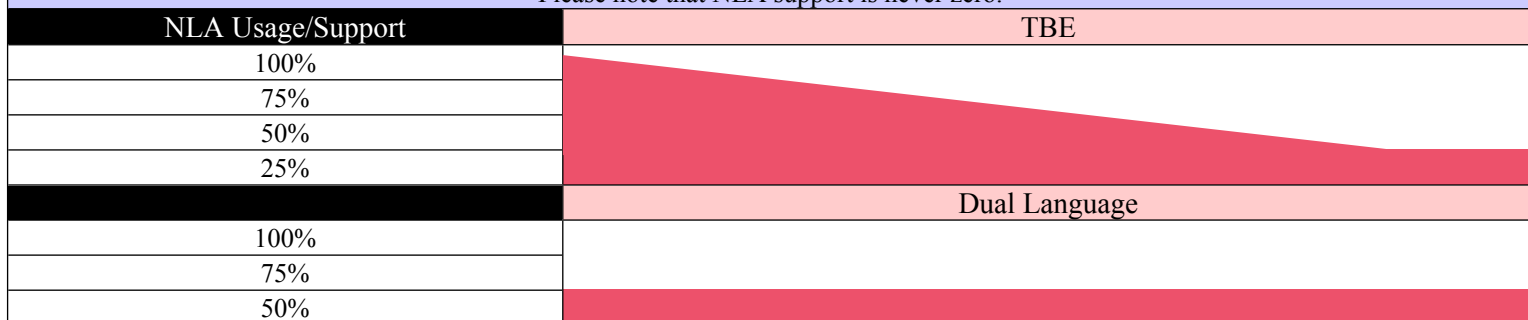
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

   The targeted intervention for ELLs in all content areas used at the Mickey Mantle School are, Basic Interpersonal Communication Skills(BICS) and Cognitive Academic Language Proficiency(CALP). While an ELL student may learn the social skills rapidly, it may take up to seven or more years to develop academic skills. The intervention programs for ELLs are: Balanced and Integrated Literacy, Applied Learning, Adaptive Technology, Emotional Literacy program, Wilson Foundation, Words Their Way, Handwriting Without Tears, Everyday Math, Math Steps, Impact Math, and Science Classes. Academic Intervention Services are provided by the special education teachers in English during their Administrative Period. A special program entitled News-2-You, is provided for our 6:1:1students as an additional AIS supplement. Furthermore, the Title III program is created for ELLs as an Intervention Program.

   The school's two-year plan for transitional support for ELLs reaching proficiency on the NYSESLAT is for the ESL teacher(Ms. Almeida or Ms. Pearlstein) to be in constant communication with the ELLs, their classroom teachers, and their parents. In addition, the Title III After School Program will also be offered to ELLs. Furthermore, ELL students, who have reached proficiency on the NYSESLAT are still monitored and visited by the ESL teacher.

   The new programs considered for the upcoming school year include the following: the Girls' Grant, Gateways, Great Source, Focus Forward, Rigby - On Our Way to English, and a Culinary Program. The Girls' Grant is a program that will help our female students resolve conflicts and deal with aggression. Students will learn leadership skills that will not only help them in school, but also enable them to be

successful in society. Gateways is a pilot reading program, instituted by the Houghton Mufflin Publishing Company. Great Source is also a new reading and writing program beginning in our school this year. It is a complete ELA program designed to increase reading comprehension and English writing skills. Focus Forward is a reading program to be used with our students in grades four to six. It is a free pilot program which will focus on group reading and comprehension. In addition, there is an on-line component entitled EAROBICS. Rigby- On Our Way to English, is a program designed to improve reading literacy for English Language Learners in grades kindergarten to five. The new culinary program at our school helps to develop the students' awareness of the benefits of eating healthy. During the school year 2009-2010 the Emotional Literacy program had been implemented in the Mickey Mantle School with great outcomes. Therefore, we will continue applying the program this school year. Consequently, there are two additional programs that are also being extended this school year. Get Ready to Learn is a Yoga program that is used with our autistic population. The S.M.I.L.E reading program is used in grades kindergarten to five also with our 6:1:1 population.

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

The following instructional materials are used to instruct all level ELL students in standardized and alternate assessment classes: ESL Standards, ELA Standards, Alternate Grade Level Indicators (AGLI), Performance Indicators, Bloom's Taxonomy, Smart Board, Mayer Johnson symbols, Wilson Programs, Microsoft Word PowerPoint, Balanced Literacy program, graphic organizers, EM3 Games, EM3 math manipulatives, dictionaries, fictional and non-fictional library books, leveled libraries, Mondo reading program, and Words Their Way. In order for ELL students to develop reading comprehension, we use different types of text books. Therefore, they will be able to make the connection to text to text, text to self, and text to the world.

The Mickey Mantle School is a Freestanding ESL program model; therefore, Native Language support is delivered through different types of thematic units. These will be created taking into account the multicultural backgrounds of our students. Students will be able to learn about one another, sharing information of their own culture. In this way, we(Ms. Almeida and Ms. Pearlstein) are developing the pride of their heritage. Learning about different countries, different foods and holidays with the sense to create one community is our goal. Utilizing the Total Physical Response is another approach through modeling, body motions and visual aid, which will help students to internalize the meaning of the lesson. Another reference for native language support is the classroom library filled with books and dictionaries in the students' native language. Finally, bilingual paraprofessionals in the classroom are an extra support for native language.

Required services support and resources for ELLs are available based on the ELLs' ages and grade level. The purpose of this is to tap the students 'academic cognitive development in an appropriate manner.

The Mickey Mantle School in alignment with the New York State English as a Second Language Learning Standards and English Language Arts Common Core State Standards engage in programs and activities to assist newly enrolled ELL students after the first day of school. The newcomers are provided with the following services: ESL push-in model, pull-out model and collaboration with classroom teachers and parents.

Since the Mickey Mantle School is a K-8th building the language of academic instruction is in English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here
****This section does not apply to Mickey Mantle School.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The English Language Learner Department hosts professional development courses for all ELL teachers. After the ESL teachers (Ms. Almeida and Ms. Pearlstein)attend their professional developments, all the information is distributed to all staff of ELLs. The purpose is for all personnel (teachers, paraprofessionals, related services providers, secretaries, parent coordinator and administrators) who are involved with ELL students, to be aware of teaching methodologies, approaches and strategies that will help our students to be successful. At the Mickey Mantle School, there is a professional development plan for all ELL personnel, and teachers of ELLs. On Tuesday, November 2, 2010 the professional development will include the following topics: Everyday Math, Impact Math, Emotional Literacy, and a workshop model for English Language Arts. The professional development will continue on Thursday, June 9, 2011 with the following topics: Everyday Math, Impact Math, Emotional Literacy (Positive Behavior Support) and the workshop model for the English Language Arts. These topics are of enormous benefit for everyone who works with ELLs.

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

The English Language Learners Department offers the Jose P. Training. Classroom teachers, with the exception of the ESL teachers, are required to take the Jose P. Training, which is a 10 hour course for special educators. These workshops are held on the two Superintendent Conference days in November and June. Some classroom teachers at the Mickey Mantle School have completed ten hours for these workshops. As a result of this fact, they have knowledge of ESL methodologies.

E. Parental Involvement

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

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

Our school partners with the following agencies and Community Based Organizations in order to provide workshops to ELL parents: Resources for Children with Special Needs, Q.S.A.C and Singeria.

As the parents select the Freestanding ESL program, which is offered at our school, entitlement letters are sent home to the parents. Follow-up phone calls are made to the parents guaranteeing that the parents' and students' needs will be met. Upon first meeting the parents, we inform them that the ESL teachers(Ms. Almeida and Ms. Pearlstein) will be able to meet with them to review their child's progress. Also, teachers will inform the parents that thematic units will be implemented, as part of the teaching instruction, in order to expose the students to different content areas. At parent - teacher conferences and IEP meetings teachers make certain that parents' needs are fulfilled.

Throughout the school year, parents are invited to different workshop programs in and out of the school. The parent coordinator organizes these workshops ensuring that the requests and needs of the parents will be achieved. All the information provided will be translated in the parents' native language.

Part V: Assessment Analysis

A. Assessment Breakdown
Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	2	5	6	5	1	2	6	1					32
Intermediate(I)		1	1	4		1	4	1	1					13
Advanced (A)				1	1		1	2						5
Total	4	3	6	11	6	2	7	9	2	0	0	0	0	50

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4		1			1
5		1			1
6	2	3			5
7	2	1			3
8	1				1
NYSAA Bilingual Spe Ed	2	2	1	10	15

NYS Math				
Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	3								3
4	1								1
5			1						1
6	3		3						6
7	1		2						3
8	1								1
NYSAA Bilingual Spe Ed					3		11		14

NYS Science									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Social Studies									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed							3		3

New York State Regents Exam				
	Number of ELLs Taking Test		**Number of ELLs Passing Test**	
	English	**Native Language**	**English**	**Native Language**
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam				
	Number of ELLs Taking Test		**Number of ELLs Passing Test**	
	English	**Native Language**	**English**	**Native Language**
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
   a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
   a. How are the English Proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

One of the assessment tools that the Mickey Mantle School uses to assess the early literacy skills of our ELLs is The Assessment of Basic Language and Learning Skills -Revised(ABLLS-R), This is an early childhood assessment, and is used for our 6:1:1 ELLs.   The next assessment tool to be used is Brigance. This is a comprehensive inventory of basic skills. The E-CLAS-2 is mainly used with our Standardized ELLs. The insights that the data provides for our ELLs is that we are able to determine our students' reading levels and potential IEP goals and objectives. Also, through the analysis of the data, the teachers of ELLs(Ms. Almeida and Ms. Pearlstein) have insights into how to design their instruction. Finally, the Mickey Mantle School also has two additional assessment tools: Developmental

Since Mickey Mantle is a Freestanding ESL program all our ELLs take tests in English .

School leadership and teachers are using the results of the ELL Periodic Assessment by stressing the importance of English language scaffolding, and by re-assessing how remediation for students is addressed.

What the school is learning about ELLs from the Periodic Assessment, is that teachers need to modify their teaching strategies, differentiate lessons, and tutor students in areas that are the most challenging. The student's Native Language is used in the following ways: bilingual teaching assistants are utilized in the classroom; classroom libraries are supplied with dictionaries and books in the student's first language; and multicultural thematic units are taught throughout the school year.

The creation of rubrics will help us identify whether or not the ELL student is grasping the concepts, so we are able to move on with our instruction. If the student needs more time to master the topic, we will need to re -teach. Portfolios are another instrument to assess the student. This tool will help us compile the student's best work. Teacher observations, man-made and informal tests all assist in helping to evaluate the ESL program.

Additional Information

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

Paste additional information here

Mickey Mantle School is a freestanding ESL program. However, there are three students that have been identified as bilingual students. Therefore alternate placement paraprofessionals have been placed in the classroom to assure the students ' academic success in the second language acquisition .

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		