

A wide-angle photograph of a street in a European city, likely Rome, showing classical architecture on both sides. The street is paved and has a white dashed line down the center. People are walking on the sidewalks, and a bicycle is parked on the right. The sky is blue with some clouds. The text 'English Language Learners' is overlaid in large white letters on a semi-transparent dark grey background.

English Language Learners

The Road to Biliteracy!

Mineola comprises of:

523 students that have a dominant language other than English-That's 19% of our student population

Currently, the HS has 152 students that were one-time ELLs

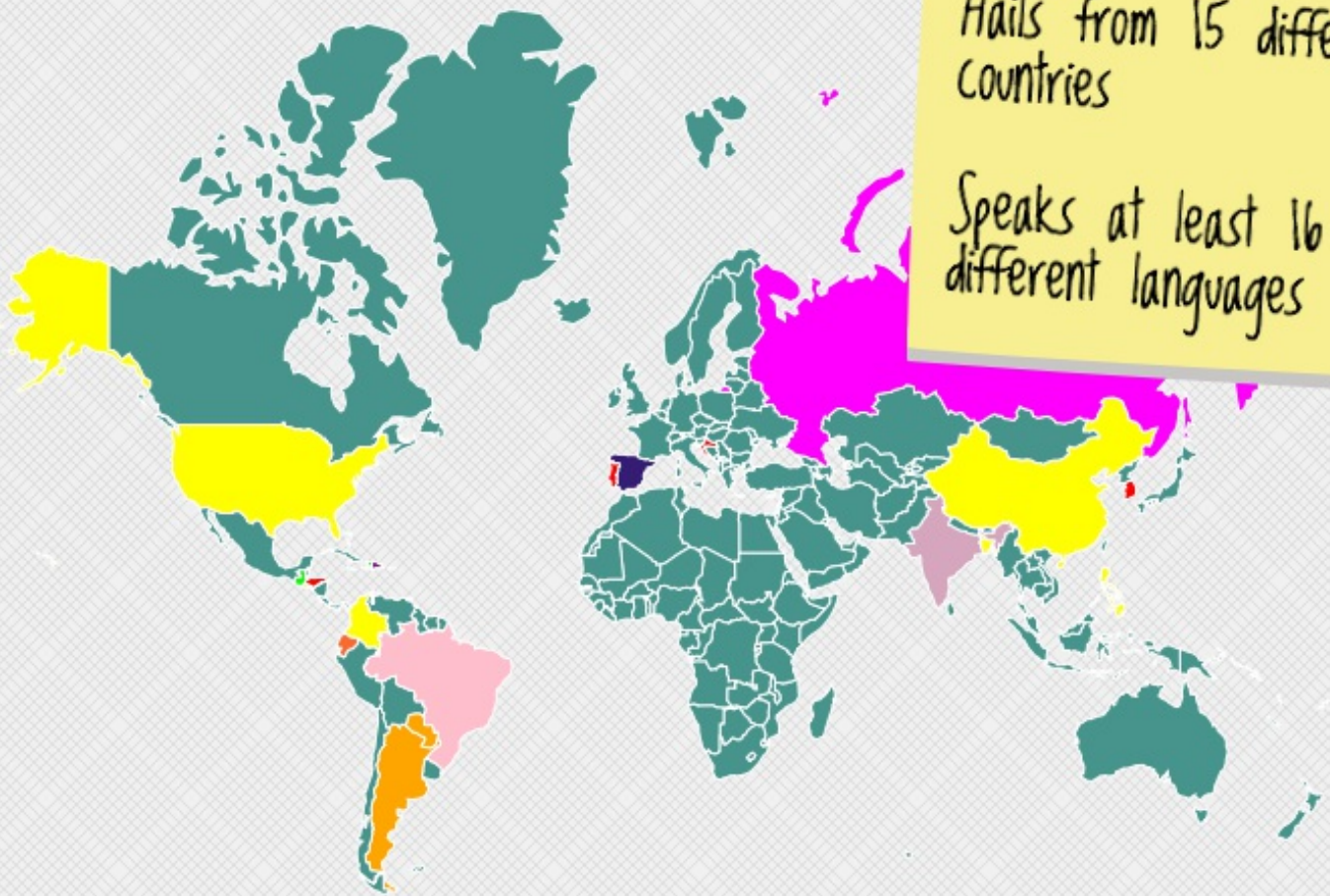
*2016 cohort; 24 graduated with advanced Regents diploma and 13 with regents
Over 115 Advanced Placement or college courses were taken among them



Our Student Body

Hails from 15 different countries

Speaks at least 16 different languages



About our ELL Student Population: The Tale of Two Students

— K-7:

221 Multilingual Learners

— 164 born in the United States

— 57 born in another country

Jackson Ave has 82 students that are or were one-time ELLs

+ 8-12:

77 Multilingual Learners

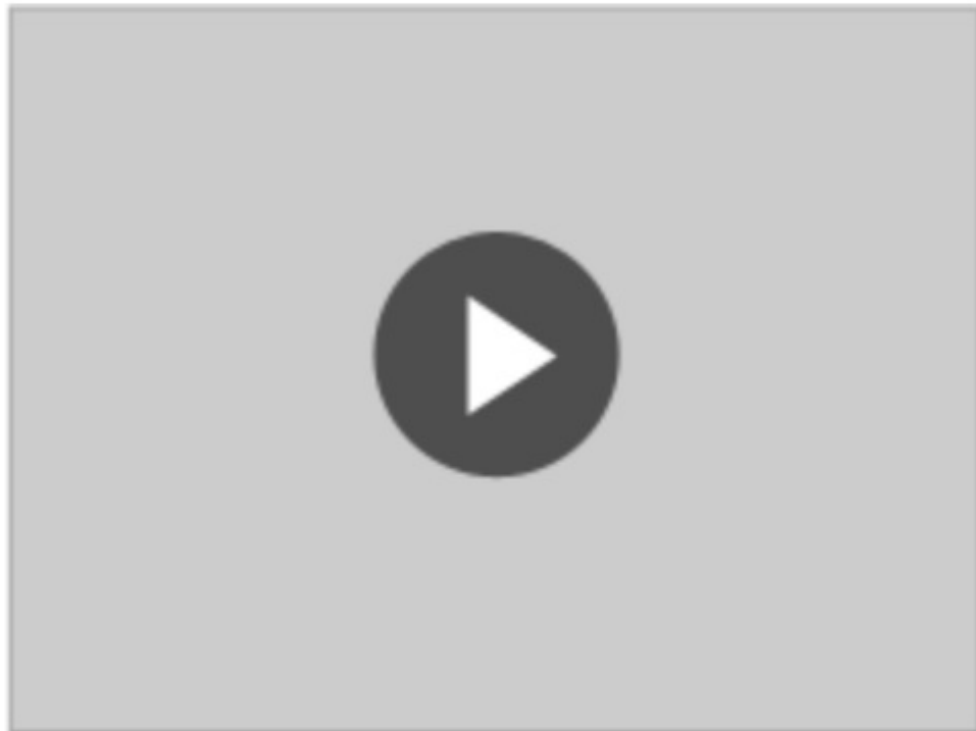
+ 18 born in the United States

+ 59 raised in another country

Since 2014: 11 Students have been identified as SIFE

The Experience

Exhibiting Strength of Character



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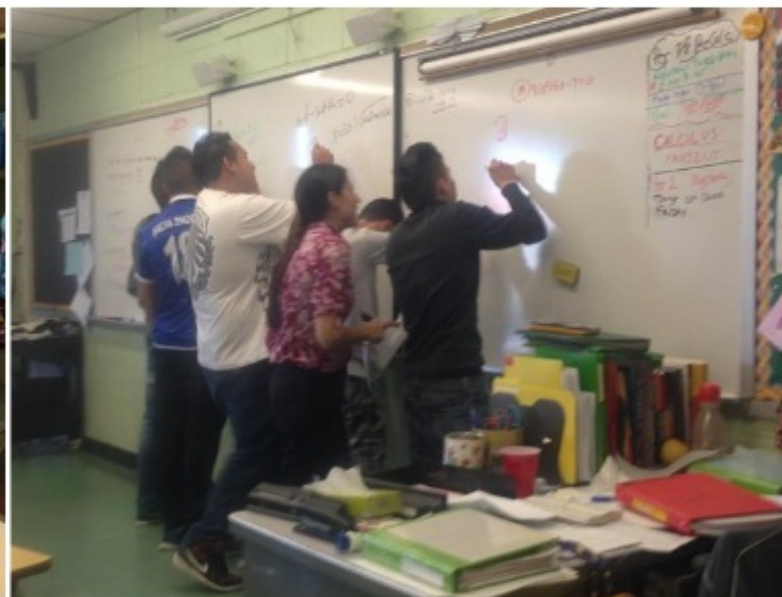
Programs of Study



Dual Language

K-5

**349 Students
106 ELL Students
70% non-ELL enrollment**

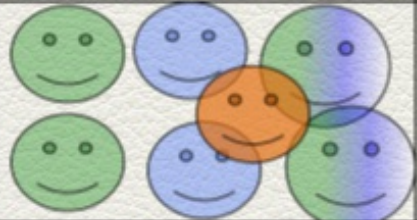



English as A New Language

K-12

**192 Students
All ELL's**

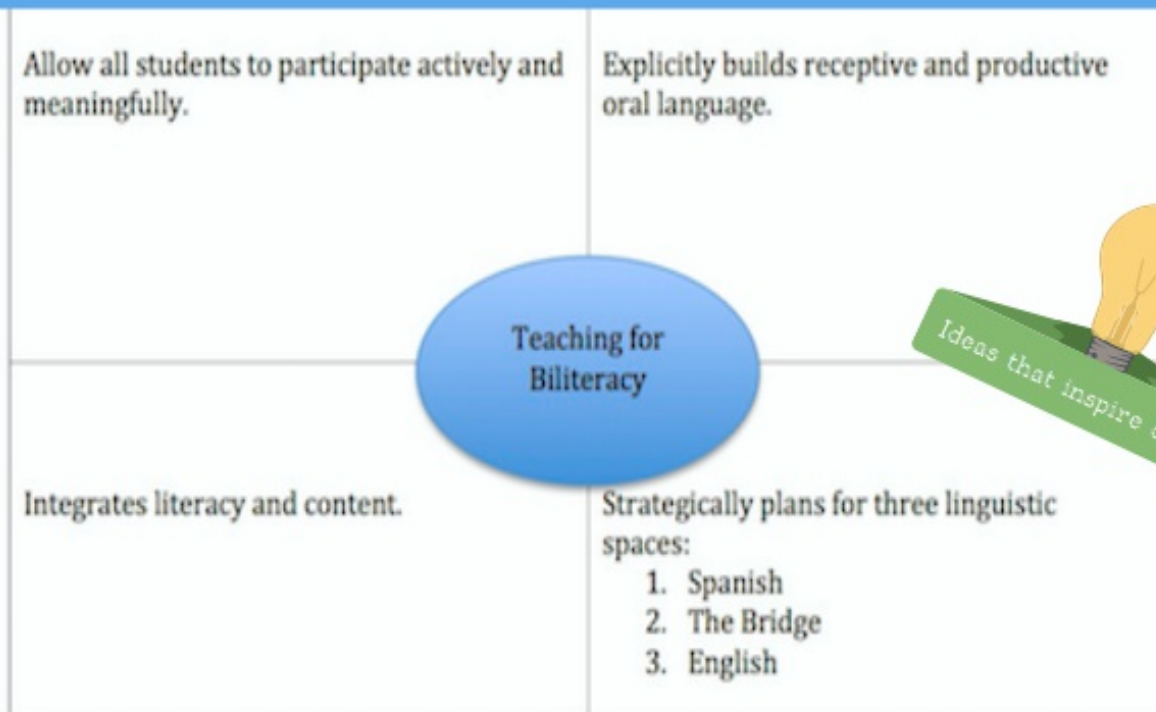
Sequential & Simultaneous Bilinguals

Language Acquisition program	Students	Goal
Dual Language: Two way immersion		

"I hear and I forget
I see and I remember
I do and I understand"
-Confucius

Effective Biliteracy Instruction

-Cheryl Urow & Karen Beeman

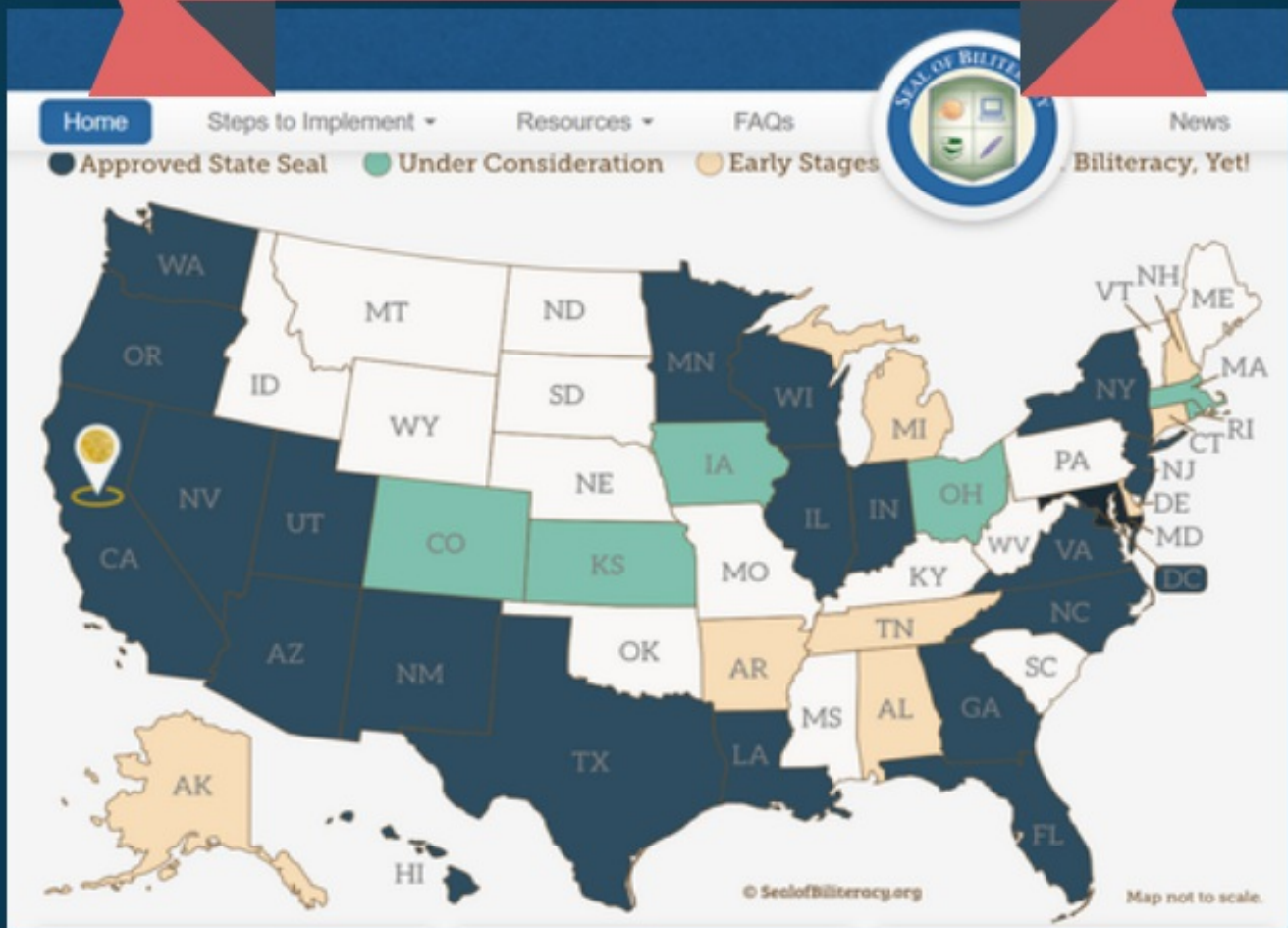


The Bridge

-Cheryl Urow & Karen Beeman



Pursuing Excellence



Earning the New York State Seal of Biliteracy

- A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma*; and
- B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three (3) points** in each of the **two (2) areas** listed below:

Criteria for Demonstrating Proficiency in English	Point Value	Criteria for Demonstrating Proficiency in a World Language	Point Value
Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80, or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.	1
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).	1	Provide transcripts from a school in a foreign country showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
Complete all 11 th and 12 th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	For students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

*** Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.**

K-2 Sample Schedule

8:30 - 9:15 – Word work (Foundations/ Words their Way Estrellita/Palabras a su paso)

9:15-10:45 – Reader's Workshop – Mini Lesson – Guided and Independent Practice

10:45 – 11:00 Snack

11:00 – 12:00 Writer's Workshop – see above

12:00 – 1:00 Lunch

1:00 – 2:15 Math – Fluency Practice-, Concept Development, Application Problems- Student Debrief (exit tickets)

2:15 – 3:00 – Specials (PE, library, science, art, music) Social Studies and Science content are integrated into Reader's/Writer's Workshop

Social Studies and Science content are integrated into Reader's/Writer's Workshop



English as A New Language

- 1) CO-teach
- 2) Stand-alone

▶ Teachers collaborate daily to ensure effective practice

▶ Students are engaged with all of the learning experiences offered at Mineola.

Mineola Highlighted

Molloy College

Co-Teaching Practices in Action!



Grade 9 Sample Schedule

1st: English as a New Language

2nd: ELA Grade 9 (Integrated)

3rd: Global History 9 (Integrated)

4th: Living Environment (Co-taught)

5th: Living Environment lab/Phys. ED.

6th: Lunch

7th: Native Language Arts

8th: Algebra (bilingual teacher)

9th: Algebra lab/extra help

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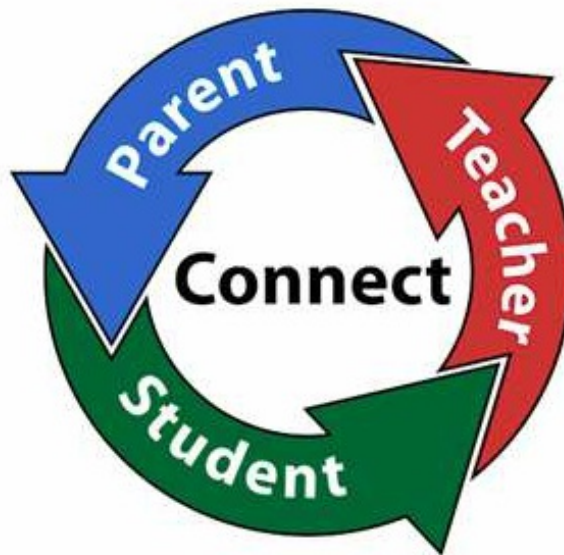
Academic Experiences













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Participating Positively to a Global Society



**Multicultural
Night**



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Life-Long Learners



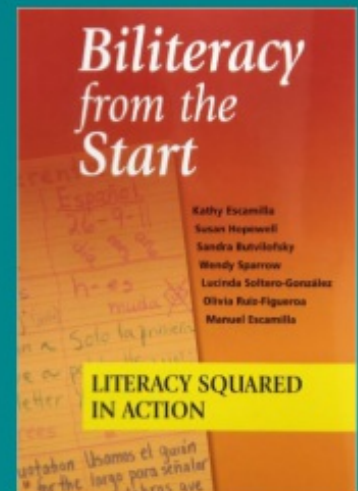
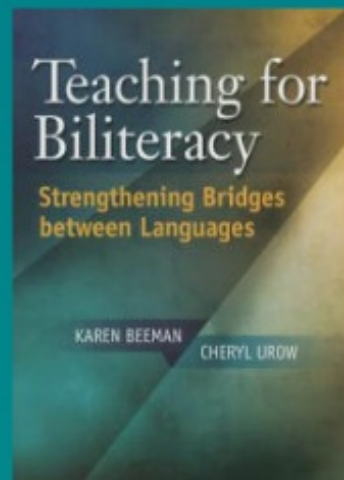
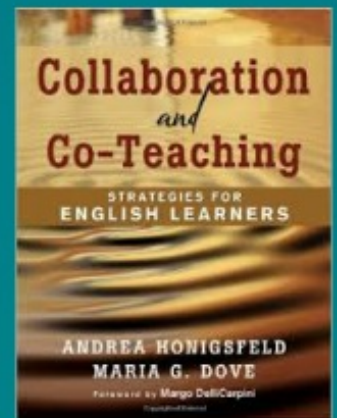
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Life-Long Learners

 Center for Teaching for Biliteracy

Stanford | ONLINE  Molloy College

 Bankstreet
College of Education



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Pursuing Excellence

1. Spanish Language Arts Report Card
2. ENL Progress Report
3. Progress Monitoring in Spanish and English
4. Additional Parent meeting
5. At least 25 Multilingual Parent Workshops during/after school
6. Dual Language K-5
7. Fully integrated/co-teach ENL model
8. Native Language Arts (NLA) classes
9. Word study K-12

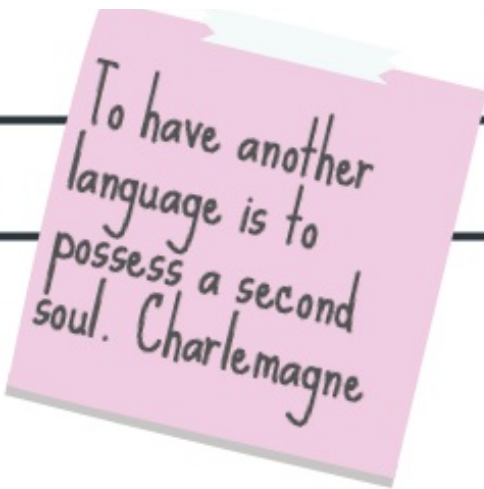
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Pursuing Excellence for our Students



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Mineola's Mission



is to;

- 1) inspire each student to be a life-long learner,
- 2) pursue excellence,
- 3) exhibit strength of character and
- 4) contribute positively to a global society.