



P.S./M.S. 200Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **25/ QUEENS/25Q200**
ADDRESS: **70-10 164TH STREET**
FLUSHING, NEW YORK 11365

TELEPHONE: **718-969-7780**
FAX: **718-380-2615**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q200 **SCHOOL NAME:** Pomonok

SCHOOL ADDRESS: 70-10 164th Street Fresh Meadows, New York 11365

SCHOOL TELEPHONE: 718-969-7780 **FAX:** 718-380-2615

SCHOOL CONTACT PERSON: Farrah McKenna **EMAIL ADDRESS:** fmckenna@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Donna Callahan

PRINCIPAL: Farrah McKenna

UFT CHAPTER LEADER: Beth Wilkow/Christine Wittig

PARENTS' ASSOCIATION PRESIDENT: Carmen King

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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/ronlyres/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
Farrah McKenna	*Principal or Designee	
Beth Wilkow/Christine Wittig	*UFT Chapter Chairperson or Designee	
Carmen King	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lori Diaz	Member/Teacher	
Barbara Papalexis	Member/Teacher	
Karyl Phillips	Member/Teacher	
Donna Callahan	Member/Parent	
Mary Knox	Member/Parent	
Robyn Spagenberg	Member/Parent	
Diane Falco	Member/Parent	
Debbie Doster	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

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.

We envision our school, PS/MS 200 to be a school that is committed to educating all of its students in a variety of ways permitting each child to fully develop his/her own academic, physical, social and emotional potential. We are focused on goal setting for both students and teachers. Students are aware of their academic progress and set high achievement goals.

PS/MS 200 is a highly multi-ethnic urban, Pre-K to 8, school of approximately 517 (as of October 2010) students. The population ranges economically from poverty level to middle income. PS/MS 200 consists of two (2) classes on a grade with the exception of sixth grade which has three (3). One class on each grade is an Integrated Co-teaching class with the exception of kindergarten and first. Additionally, we have two (2) self contained 12:1 classes on grades 4/5 and a 12:1:1 on grades 6/7.

According to the School Demographics and Accountability Snapshot (March 2009), the ethnic breakdown of PS/MS 200 is as follows: 0.2% American Indian or Alaska Native, 18.5% Black or African American, 31.9 % Hispanic or Latino, 16.5% Asian or Native Hawaiian/Other Pacific Islander, 31.0% White. 49% of the students are male and 51% of the students are female.

Strategies for improving student performance in English Language Arts include the implementation of a Balance Literacy approach. Network Support Specialists will further support literacy instruction. We have trained staff members in The Wilson Program. We are continuing Foundations Word Study program in kindergarten through grade 2.

Grades Pre-K-5 are using *Everyday Math* and Grade 6, 7 and 8 are using *Impact Math* as the primary vehicle for math instruction. In Kindergarten through 4th grade, we are incorporating math using centers into our instruction. We also hold daily math guided groups to provide focused math instruction.

Science education at PS/MS 200 offers all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world.

Our emphasis on Social Studies has been to encourage our students to obtain higher level thinking skills pertaining to local, national, and international situations according to the New York State Curriculum.

The English as a Second Language (ESL) Program encompasses many different modalities and methodologies including push-in, pull-out, computer-assisted learning, cooperative learning, writer's workshop and differentiated instruction.

Every classroom is equipped with Macintosh Computers that are connected to the Internet. Laptops are available for use. Since our school grew to a K-8 school, our library doubles as a Media Center.

Students are involved in a wide variety of hands-on activities including a dance program through City Center and American Ballroom Theater. In school, support services for all students include: Peer Mediation, a PS/MS 200 physical education program with school-wide fitness events, student government (G.O.). Middle school students also have the opportunity to attend our C.H.A.M.P.S. spots program.

PS/MS 200 has established associations with several facilities including The American Heart Association, Common Cents, Inc., City Center, The Margaret Tietz Center for Nursing Care, American Ballroom Theater Company.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

*See School Website for “School Demographics and Accountability Snapshot”

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:							
District:		DBN #:		School BEDS Code:			

DEMOGRAPHICS							
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
Ungraded							
Enrollment:				Attendance: % of days students attended*			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Pre-K							
Kindergarten							
Grade 1							
Student Stability: % of Enrollment							
Grade 2				(As of June 30)	2007-08	2008-09	2009-10
Grade 3							
Grade 4							
Poverty Rate: % of Enrollment							
Grade 5							
Grade 6				(As of October 31)	2007-08	2008-09	2009-10
Grade 7							
Grade 8							
Students in Temporary Housing: Total Number							
Grade 9				(As of June 30)	2007-08	2008-09	2009-10
Grade 10							
Grade 11							
Grade 12							
Recent Immigrants: Total Number							
Ungraded				(As of October 31)	2007-08	2008-09	2009-10
Total							
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10

DEMOGRAPHICS							
Number in Self-Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions			
Number all others				Superintendent Suspensions			
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly			
Multi-racial							

DEMOGRAPHICS							
Male				qualified” teachers			
Female				(NCLB/SED definition)			

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR identification:						
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>					
		Basic	Focused	Comprehensive			
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)				
	ELA:		ELA:				
	Math:		Math:				
	Science:		Grad. Rate:				
This school’s Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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?
-

According to the 2008-2009 School Report Card, the school's overall Accountability Status is, "In Good Standing." All student subgroups have made Adequate Yearly Progress (AYP) in English Language Arts, Mathematics and Science. The school also received a score of "B" on the 2009-2010 NYC Progress Report. Below are the results from in school assessments, as well as, NYS and NYC assessment data for all subject areas. A description of the school's progress, findings and implications for instruction is also described.

Fountas and Pinnell June 2010

Grades K-2

# on Gr Lvl	% on Gr Lvl
124/152	82%

# just below Gr Lvl	% just below Gr Lvl
24/152	16%

Grades 3-5

# on Gr Lvl	% on Gr Lvl
106/152	70%

# just below Gr Lvl	% just below Gr Lvl
27/152	18%

Grades 6-8

# on Gr Lvl	% on Gr Lvl
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53/159	33%
# just below Gr Lvl	% just below Gr Lvl
55/159	35%

NY Start, ELA 2009
Percent of Students Meeting NYS Standards

NYStart, ELA 2010 - Percent of Students Meeting NYS Standards

	2009 (%)	2010 (%)	Inc (+) Dec (-)
All Students	73	46	-27
General Ed Students	86	61	-25
Special Education Students	47	16	-31

NYStart, NYS ELA 2010 - Economically Disadvantaged (yes) vs Non-Economically Disadvantaged (no)

	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Yes	27	11	108	45	88	37	17	7	240
No	6	9	26	38	27	40	9	13	68
	33		134		115		26		308

NYStart, NYS ELA 2010, Ethnicity Breakdown

Level 1	Level 2	Level 3	Level 4
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Ethnicity	# of students	%	Total						
Black	7	12	32	55	18	31	1	2	58
White	8	9	39	43	34	37	10	11	91
Hispanic	12	12	42	42	40	40	5	5	99
Asian	5	9	21	37	22	39	9	16	57
Other	1	33	0	0	1	33	1	33	3
Total	33		134		115		26		308

NYSStart, Math 2010 - Percent of Students Meeting NYS Standards

	2009 (%)	2010 (%)	Inc (+) Dec (-)
All Students	88	54	-34
General Ed Students	94	66	-28
Special Education Students	77	30	-47

NYSStart, NYS Math 2010

Economically Disadvantaged (yes) vs Non-Economically Disadvantaged (no)

	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%	# of students	%	# of students	%	# of students	%	
Yes	17	7	97	40	80	33	46	19	240
No	3	4	26	37	21	30	20	29	70
	20		123		101		66		310

NYSStart, NYS Math 2010 – Ethnicity Breakdown

Ethnicity	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Black	5	8	37	63	10	17	7	12	59
White	2	2	34	37	37	41	18	20	91
Hispanic	12	12	35	35	32	32	20	20	99
Asian	1	2	16	28	20	34	21	36	58
Other	0	0	1	33	2	67	0	0	3
Total	20		123		101		66		310

English Language Arts

ELA Progress:

Our median growth percentile was 73.5; this was better than nearly 2/3 of the schools in our peer horizon and better than 2/3 of the schools in the city. The median growth percentile for the school's lowest third was 77.0. Based on this data, students in that subgroup made better progress than their schoolmates in the top two-thirds. Also, the progress made by this subgroup was better than half of the schools in our peer horizon as well as the rest of the city.

Summary of Data Analysis/Findings – Kindergarten – Grade 2

- Student encoding and decoding has improved across all grades, K-2
- Teachers have deepened their understanding of implementing our balanced literacy program.
- Reading materials are well stocked and utilized.
- We have Guided Reading Groups.
- We have begun integrating Science and Social Studies into our balanced literacy program.
- Time management is needed to successfully implement Science and Social Studies curricular instruction in balanced literacy.
- More curriculum integration is needed.

Implications for the Instructional Program

- We are committed to supporting teachers in learning how to analyze data, and effectively use data to drive and differentiate instruction
- The Common Core Standards are starting to be reviewed and implemented into instruction.
- We provide professional development in balanced literacy with emphasis on comprehension, particularly during independent reading.
- Mondo Guided Reading Program will continue to be utilized.
- We continue to use Foundations to support phonemic development.
- The Reciprocal Teaching method is being used in some classrooms.
- We use the Fountas and Pinnell Benchmark Assessment System three times a year in Kindergarten and four times a year in grades 1 and 2.
- We provide differentiated instruction in small groups or on a one-to-one basis.
- At risk students in grades one and two are given support in our Extended Day program.

Summary of Data Analysis/Findings from NY Start– Grade 3 (NYS ELA 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Total	5	11	20	45	16	36	3	7	44
General Ed.	3	10	10	34	13	45	3	10	29
Special Ed.	2	13	10	67	3	20	0	0	15
ELL	4	57	3	43	0	0	0	0	7

% at Level 3 or 4	Total	43	Gen. Ed.	55	Spec. Ed.	20
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Summary of Data Analysis/ Findings from NY Start– Grade 4 (NYS ELA 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%	# of students	%	# of students	%	# of students	%	
Total	9	17	28	54	14	27	1	2	52
General Ed.	0	0	22	63	12	34	1	3	35
Special Ed.	9	53	6	35	2	12	0	0	17
ELL	2	100	0	0	0	0	0	0	2

% at Level 3 or 4	Total	29	Gen. Ed.	37	Spec. Ed.	12
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Summary of Data Analysis/ Findings from NYStart – Grade 5 (NYS ELA 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%	# of students	%	# of students	%	# of students	%	
Total	6	11	26	48	21	39	1	2	54
General Ed.	2	6	17	47	16	44	1	3	36

Special Ed.	4	22	9	50	5	28	0	0	18
ELL	2	40	2	40	1	20	0	0	5

% at Level 3 or 4	Total	41	Gen. Ed.	47	Spec. Ed.	28
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Implications for the Instructional Program

- We continue the school-wide balanced literacy program with a focus on comprehension. We provide professional development in this area.
- The Common Core Standards are starting to be reviewed and implemented into instruction.
- Classroom libraries will be expanded to include enough books at each level and in all curricular areas.
- Teachers created a pacing calendar which is being used to collaboratively plan cross curricular units of study.
- Mondo Guided Reading Program will continue to be used.
- Sadlier-Oxford program will be utilized to support vocabulary development.
- We use the Fountas and Pinnell Benchmark Assessment System four times a year.
- Data from ARIS, NYSTART and the Interim Assessments is being used to drive and differentiate instruction.
- We continue to provide intensive Academic Intervention Services. The Wilson program is used with struggling readers. At-risk students will be identified through standardized and interim assessment test scores, teacher observation and teacher made assessments and Fountas and Pinnell Benchmark Assessment System.
- We provide differentiated instruction in small groups or on a one-to-one basis.
- At risk students are given support in our Extended Day program.
- Teachers provide test preparation using various strategies, including the Kaplan Method. Test preparation is provided in the classroom and on Saturdays.

Summary of Data Analysis/ Findings from NYStart – Grade 6 (NYS ELA 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%	# of students	%	# of students	%	# of students	%	
Total	8	15	22	41	22	41	2	4	54
General Ed.	3	9	7	21	21	64	2	6	33
Special Ed.	5	24	15	71	1	5	0	0	21
ELL	0	0	3	60	2	40	0	0	5

% at Level 3 or 4	Total	44	Gen. Ed.	70	Spec. Ed.	5
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Summary of Data Analysis/ Findings from NY Start – Grade 7 (NYS ELA 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Total	0	0	21	42	20	40	9	18	50
General Ed.	0	0	11	31	16	44	9	25	36
Special Ed.	0	0	10	71	4	29	0	0	14
ELL	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0

% at Level 3 or 4	Total	58	Gen. Ed.	69	Spec. Ed.	29
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Summary of Data Analysis/ Findings from NY Start – Grade 8 (NYS ELA 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Total	5	9	17	31	22	41	10	19	54
General Ed.	0	0	6	16	21	57	10	27	37
Special Ed.	5	29	11	65	1	6	0	0	17
ELL	1	50	1	50	0	0	0	0	2

% at Level 3 or 4	Total	59	Gen. Ed.	84	Spec. Ed.	6
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Implications for an Instructional Program

- We continue the school-wide balanced literacy program with a focus on comprehension. We provide professional development in this area. Students have ELA class eight periods per week.
- The Common Core Standards are starting to be reviewed and implemented into instruction.
- We continue to expand classroom libraries to include enough books at each level and in all curricular areas as needed.
- Teachers created a pacing calendar which is being used to collaboratively plan cross curricular units of study.
- Scholastic Guided Reading Program will continue to be used.
- Sadlier-Oxford program will be utilized to support vocabulary development.
- The Independent Investigation Method is used to support authentic research.

- We use the Fountas and Pinnell Benchmark Assessment System four times a year.
- Data from ARIS, NYSTART and the Interim Assessments is being used to drive and differentiate instruction.
- We continue to provide intensive Academic Intervention Services. At-risk students will be identified through standardized and interim assessment test scores, teacher observation and teacher made assessments and Fountas and Pinnell Benchmark Assessment System.
- We provide differentiated instruction in small groups or on a one-to-one basis.
- SETTS teachers provide support for at risk students.
- At risk students are given support in our Extended Day program.
- Teachers provide test preparation using various strategies, including the Kaplan Method. Test preparation is provided in the classroom and on Saturdays.

Mathematics

Mathematics Progress:

Our median growth percentile was 62.0; this was better than more than 1/3 of the schools in our peer horizon and better than 2/5 of the schools in the city. The median growth percentile for the school's lowest third was 72.0. This is an indication that students in that subgroup made better progress than their schoolmates in the top two-thirds. In addition, the progress made by this subgroup was better than nearly 3/5 of the schools in our peer horizon as well as an identical comparison to the rest of the city.

Summary of Data Analysis/Findings – Grade K- 2 Math

- This year, we are administering the Early Childhood Assessment in Math (ECAM) to all our Kindergarten through second graders. Using this data as well as teacher observation and assessment tools provided by Everyday Math, teachers can analyze information to drive instruction and identify possible areas of need.

Implications for the Instructional Program:

- We use the Everyday Math program and have a 60 minutes math block every day.
- The Common Core Standards are starting to be reviewed and implemented into instruction.
- Small guided groups are conducted during every mathematics workshop.
- We are committed to supporting teachers in learning how to analyze data, and effectively use data to drive and differentiate instruction
- During 2009-2010, our AUSSIE staff developer will provided professional development for all teachers to support the use of ECAM and the use of centers in all math lessons; those teachers continue to further that work.
- Teachers will use an integrated approach that is based on scientific research in mathematics which includes discussion, exploration, manipulatives and problem solving.
- An emphasis is placed on the use of math literature in the school and classroom libraries.
- We provide differentiated instruction in small groups or on a one-to-one basis.

- Students in need of Academic Intervention Services will be identified through ECAM, Everyday Math unit assessments and teacher observation and conferencing.
- At risk students in grades one and two are given support in our Extended Day program.

Summary of Data Analysis/ Findings from NY Start – Grade 3 (NYS Math 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Total	6	14	14	32	13	30	11	25	44
General Ed.	3	10	7	23	10	33	10	33	30
Special Ed.	3	21	7	50	3	21	1	7	14
ELL	4	57	3	43	0	0	0	0	7

% at Level 3 or 4	Total	55	Gen. Ed.	67	Spec. Ed.	29
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Summary of Data Analysis/ Findings from NY Start – Grade 4 (NYS Math 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%	# of students	%	# of students	%	# of students	%	
Total	0	0	32	59	19	35	3	6	54
General Ed.	0	0	19	51	16	43	2	5	37
Special Ed.	0	0	13	76	3	18	1	6	17
ELL	0	0	3	75	0	0	1	25	4

% at Level 3 or 4	Total	41	Gen. Ed.	49	Spec. Ed.	24
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Summary of Data Analysis/ Findings from NY Start – Grade 5 (NYS Math 2010)

Level 1	Level 2	Level 3	Level 4
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Type	# of students	%	Total						
Total	2	4	31	57	16	30	5	9	54
General Ed.	1	3	19	53	12	33	4	11	36
Special Ed.	1	6	12	67	4	22	1	6	18
ELL	1	20	2	40	2	40	0	0	5

% at Level 3 or 4	Total	39	Gen. Ed.	44	Spec. Ed.	28
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Implications for the Instructional Program

- We use the Everyday Math program and have a 75 minutes math block every day.
- The Common Core Standards are starting to be reviewed and implemented into instruction.
- Small guided groups are conducted during every mathematics workshop.
- We are committed to supporting teachers in learning how to analyze data, and effectively use data to drive and differentiate instruction
- The Children First Network (204) that PS/MS 200 belongs to offers workshops that key teachers will attend given by AUSSIEs; the attendees of said meetings will then turnkey the information collected back at the home site.
- Teachers will use an integrated approach that is based on scientific research in mathematics which includes discussion, exploration, manipulatives and problem solving.
- An emphasis is placed on the use of math literature in the school and classroom libraries.
- Data from ARIS, NYSTART and the Acuity Interim Assessments is being used to drive and differentiate instruction.
- We continue to provide intensive Academic Intervention Services. At risk students are identified through NYS testing results and Interim Assessments, Everyday Math unit assessments as well as teacher observation and conferencing
- We provide differentiated instruction in small groups or on a one-to-one basis.
- At risk students are given support in our Extended Day program.
- Teachers provide test preparation using various strategies in the classroom throughout the year and in our Saturday test prep program.

Summary of Data Analysis/ Findings from NY Start – Grade 6 (NYS Math 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Total	8	15	18	33	19	35	9	17	54
General Ed.	2	6	7	21	15	45	9	27	33
Special Ed.	6	29	11	52	4	19	0	0	21
ELL	0	0	1	20	4	80	0	0	5

% at Level 3 or 4	Total	52	Gen. Ed.	73	Spec. Ed.	19
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Summary of Data Analysis/ Findings from NY Start – Grade 7 (NYS Math 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Total	1	2	11	22	17	34	21	42	50
General Ed.	0	0	8	22	10	28	18	50	36
Special Ed.	1	7	3	21	7	50	3	21	14
ELL		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	0

% at Level 3 or 4	Total	76	Gen. Ed.	78	Spec. Ed.	71
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Summary of Data Analysis/ Findings from NY Start – Grade 8 (NYS Math 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Total	3	6	17	31	17	31	17	31	54
General Ed.	0	0	6	16	14	38	17	46	37
Special Ed.	3	18	11	65	3	18	0	0	17
ELL	1	50	1	50	0	0	0	0	2

% at Level 3 or 4	Total	63	Gen. Ed.	84	Spec. Ed.	18
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Implications for the Instructional Program

- We use the Impact Math program and have eight 45 minute math periods per week.
- The Common Core Standards are starting to be reviewed and implemented into instruction.
- Small guided groups are conducted during every mathematics workshop.
- We are committed to supporting teachers in learning how to analyze data, and effectively use data to drive and differentiate instruction.

- The Children First Network (204) that PS/MS 200 belongs to will attend meetings given by AUSSIEs; the attendees of said meetings will then turnkey the information collected back at the home site.
- Teachers will use an integrated approach that is based on scientific research in mathematics which includes discussion, exploration, manipulatives and problem solving.
- Data from ARIS, nySTART and the Acuity Interim Assessments is being used to drive and differentiate instruction.
- We continue to provide intensive Academic Intervention Services. At risk students are identified through NYS testing results and Interim Assessments, Everyday Math unit assessments as well as teacher observation and conferencing.
- We provide differentiated instruction in small groups or on a one-to-one basis.
- SETTS teachers provide support for at risk students.
- At risk students are given support in our Extended Day program.
- Teachers provide test preparation using various strategies in the classroom throughout the year and in our Saturday test prep program.

Science

4th Grade Science Performance and Progress:

52 of our students took the fourth grade science test; 88 % scored at proficiency (Level 3 or 4), down slightly from 89% the previous year. 94% of our general education students are proficient (down from 96%) and 75% (up from 55%) of the special education students are proficient.

Summary of Data Analysis/ Findings from NY Start – Grade 4 (NYS Science 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%	# of students	%	# of students	%	# of students	%	
Total	1	2	5	10	23	44	23	44	52
General Ed.	1	3	1	3	15	42	19	53	36
Special Ed.	0	0	4	25	8	50	4	25	16
ELL	0	0	1	33	1	33	1	33	3

% at Level 3 or 4

Total

88

Gen.

94

Spec.

75

Ed.

Ed.

Implications for the Instructional Program:

- Continued use of FOSS Kit- based science Core Curriculum
- The science cluster will initiate activities that teach the scientific method and will be supported by the classroom teachers
- The use of non-fiction literature will support and supplement activities and research
- Students will be required to have journals that will be used as part of an evaluation process along with teacher assessments, observations and state evaluations
- Practice will be given in how to answer open-ended responses for Science questions
- We will offer those children at-risk in science AIS services so that they may meet or exceed the SDL

8th Grade Science Performance and a Progress:

53 of our students took the 8th grade science test; 83% scored at proficiency (Level 3 or 4), up significantly from 50% the previous year. 92% of our general education students are proficient (up from 61%) and 63% (up from 21%) of the special education students are proficient.

Summary of Data Analysis/ Findings from NY Start – Grade 8 (NYS Science 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%	# of students	%	# of students	%	# of students	%	
Total	0	0	9	17	30	57	14	26	53
General Ed.	0	0	3	8	20	54	14	38	37
Special Ed.	0	0	6	38	10	63	0	0	16
ELL	0	0	2	100	0	0	0	0	2

% at Level 3 or 4	Total	83	Gen. Ed.	92	Spec. Ed.	63
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Implications for the Instructional Program:

- Glencoe NY Science Core Curriculum will be used to support science instruction in the classroom for 7th and 8th grade
- Programs will include teacher made activities that will encourage investigations and discoveries
- The use of non-fiction literature will support and supplement activities and research
- Students will be required to have journals that will be used as part of an evaluation process along with teacher assessments, observations and state evaluations
- Practice will be given in how to answer open-ended responses for Science questions
- We will offer those children at-risk in science AIS services so that they may meet or exceed the SDL

Social Studies

5th Grade Social Studies Performance and Progress:

52 of our students took the test; 85% scored at proficiency (Level 3 or 4), up from 76% the previous year. 92% of the general education students are proficient, a slight decrease from 96% the previous year, and 67 % of the special education students are proficient, an increase from 47% the previous year.

Summary of Data Analysis/ Findings from NY Start – Grade 5 (NYS Social Studies Nov. 2009)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%							
Total	4	8	4	8	33	63	11	21	52
General Ed.	0	0	3	8	24	65	10	27	37
Special Ed.	4	27	1	7	9	60	1	7	15
ELL	2	40	1	20	1	20	1	20	5

% at Level 3 or 4	Total	85	Gen. Ed.	92	Spec. Ed.	67
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Implications for the Instructional Program

- To maintain growth in this area, it is important to continue to emphasize the use of document based and primary source materials to integrate reading, writing and technology into the Social Studies Curriculum
- More emphasis will be placed on the use of newspapers in the classrooms
- Technology and trade books will be used to strengthen mastery of facts
- The use of Historical Fiction and non-fiction books from classroom leveled libraries will be used to support instruction
- Houghton Mifflin Social Studies Core Curriculum

8th Grade Social Studies Performance and Progress:

51 of our students took the 8th grade social studies test; 78% scored at proficiency (Level 3 or 4), up significantly from 33% the previous year. 89% of the general education students are proficient, up from 44% the previous year, and 53% of the special education students are proficient, up significantly from 0% the previous year.

Summary of Data Analysis/ Findings from NYStart – Grade 8 (NYS Social Studies June 2010)

Type	Level 1		Level 2		Level 3		Level 4		Total
	# of students	%	# of students	%	# of students	%	# of students	%	
Total	9	18	2	4	31	61	9	18	51

General Ed.	3	8	1	3	24	67	8	22	36
Special Ed.	6	40	1	7	7	47	1	7	15
ELL	0	0	1	50	0	0	1	50	2

% at Level 3 or 4	Total	78	Gen. Ed.	89	Spec. Ed.	53
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Implications for the Instructional Program

- It is important to continue to emphasize the use of document based and primary source materials to integrate reading, writing and technology into the Social Studies Curriculum
- Key teachers on grades 4 and a teacher of social studies for grades 6-8 attend Teachers and Historians (TAH) Workshops.
- More emphasis will be placed on the use of newspapers in the classrooms
- Technology and trade books will be used to strengthen mastery of facts
- The use of Historical Fiction and non-fiction books from classroom leveled libraries will be used to support instruction
- Holt Social Studies Core Curriculum

Summary of Data Analysis/Findings: Technology

- During the 2009-2010 school year, the computer lab will service about 85% of the school's population.
- The lab consists of 36 iMac computers.
- All classrooms have at least 1 computer.
- The entire school is also wired for wireless internet access.
- There are 6 brand new SMARTBoards on the 3rd floor as well as 2 retrofitted SMARTBoards.

Implications for the Instructional Program:

- All Middle School students have technology class in the Computer Lab twice a week.
- The lab will be utilized for research, current events and assisting in test prep.
- The Computer Lab is accessible to all staff and students.
- The Computer Lab is utilized for Staff Development and training.

Summary of Data Analysis/Findings: Library Media Services

- During the 2007-08 school year, the library book collection was updated by ten years from 1985 to 1995 with the purchase of over 1,000 books. The library media center has materials that are up-to-date, in good condition and attractively displayed.
- There is currently a small media center of computers in the library as well as a iBook laptop cart with 22 lap top computers, for a total of 28 computers in the library.

- Circulation of books has been facilitated by library media specialist, using the OPAC system.
- All students in grades K-5 have library class at least once a week.
- Students in grades 6, 7 and 8 have open access to the library in order to do research, hw, circulation, projects, and the librarian assist them.
- During the 2009 -2010 school year the librarian received a grant for \$1000 from Target and another for \$500.
- During the 2009-2010 school year, the librarian held the Book It Program, which motivates students to read a certain number of books. They receive a reading award for a free personal pan pizza from Pizza Hut.
- During the 2009 -2010 school year, the Librarian had students publish hard cover books through the Nationwide Publishing Company.
- For the last three years, the librarian has been teaching many skills to students, such as: research skills, cyber safety skills, literacy skills, library organization skills, accessing material skills, and any other skills through collaboration with teachers.
- Some lessons included are smart board lessons, read aloud, educational movies, stations period, laptop period, reading period, and Readers' Theater. Some Power Brain exercises are also included in lessons. Many techniques for differentiated instruction are present.

Implications for the Instructional Program:

- ❖ There is a need to provide instructional and references services to the entire school community.
- ❖ There is a need for students and staff members to have access to the library throughout the school day, as well as before and after school.
- ❖ A media center has been in operation this year that allowed students to practice and expand research skills and critical thinking skills and access global information.

Summary of Data Analysis/Findings - Physical Education

- ❖ During the 2009-2010 school year, the Fitnessgram was implemented for all grades K – 8. The school had 100% participation which led to each student receiving a fitness report card that was sent home to all parents. The fitness report card explained each student's height, weight, aerobic capacity, flexibility and muscular strength.
- ❖ All students in grades K – 8 receive physical education. Students set goals in many different activities to help develop the cognitive, affective, psychomotor domains. Each lesson taught has a fitness component to help combat the obesity epidemic.
- ❖ There is currently a CHAMPS program in the mornings and afternoons to help supplement physical activity for students in grades 6 and 8.
- ❖ There are basketball and cheerleading teams for grades 4 and 5 to help supplement the affective aspect of physical education through athletics. This includes teamwork, cooperation and communication.
- ❖ Our physical education program includes training future physical education teachers in conjunction with Queens College. We have at least four student teachers as well as two different college method classes based on our physical education program.

Implications for the Instructional Program:

- ❖ There is a need to offer a wide range of activities and promote lifelong fitness and a healthy lifestyle.

- ❖ A health section has been integrated with physical education to promote a healthy lifestyle by understanding risks factor of heart disease including, cardiovascular disease, hypertension, obesity, smoking and hypercholesterolemia.
- ❖ Our school facilitates professional developments in physical education for all the teachers in our network.

Summary of Data Analysis/Findings - Curriculum and Instruction

Literacy and mathematics standards are well embedded across the curriculum. Teachers currently use the Reading and Writing Workshop Model. The school staff has focused on Balanced Literacy and Social Studies. Teachers and administrators meet regularly to enhance collaborative planning. All classrooms currently have well developed leveled libraries. We have expanded our non-fiction selections for all grades to enhance classroom libraries. We are continuing to offer staff development for the purpose of implementing an interdisciplinary approach and in aligning content area instructions with standards. We have implemented the Independent Investigation Model in two classes (grades 4 and 6) and the Reciprocal Teaching Approach in four classes (grades 2, 3, 4 and 6).

Math instruction in grades K-3 utilizes a problem solving discovery approach through the Everyday Math Program which provides extensive instructional materials and manipulatives. An A.U.S.S.I.E. math staff developer will continue to assist in the implementation of Everyday Math. There is a need for additional hands-on instruction in mathematics in the upper grades. Some of our Inquiry work will focus on math instruction. We want to be sure the students have a strong mathematical foundation.

Classroom lessons clearly reflect planning to achieve clear objectives and build upon prior knowledge. Instruction includes a variety of strategies to evaluate student's learning throughout the lesson. The use of higher order thinking skills have been a strong school focus. Some classrooms represent excellent examples of the highly effective use of critical thinking. In these classrooms students are able to evaluate the work of others and respond critically to their peers. The school continues to work on differentiating instruction to enrich and expand instruction for higher achieving students and provide additional support and practice for at-risk students.

More than 90% of our staff was involved in Inquiry work during the 2009-10 school year. Inquiry teams were by grade. Each team created a focus and selected inquiry students based on the data from the previous school year. Teams met twice each month to discuss their findings and the implications for instruction.

The administrative and teaching staff review and revise most components of the instructional program to address current student needs. ARIS and NY Start data is used by teachers and also by the support staff. ARIS data can also be accessed by the parents. Fountas and Pinnell Benchmark Assessment System is used in grade K-8. Information from ITA and Predictive assessments will continue to be utilized to help drive instruction.

Implications for the Instructional Program:

The continuation of Reader's Workshop and Writer's Workshop approach to instruction is a priority in the school. The school's goal is for all lessons, including math, to be aligned with mandated standards. In an effort to use textbooks and instructional materials that support the school's instructional program, Everyday Math will continue to be used through grade 5 and Impact Math will be used in grades 6, 7 and 8. The instructional program will continue to provide opportunities for students to apply learning

in real-world settings. Teachers will begin to integrate the Common Core Standards into the curriculum.

The school will continue to focus on the use of higher order thinking skills, questioning techniques and problem solving activities that promote the achievement of instructional goals and require critical thinking. A focus on differentiated instruction will enable teachers to determine how the different abilities of their students are identified and addressed. Teachers will continue to use a variety of instructional approaches that are appropriate to the student's diverse learning styles. As teachers begin to incorporate differentiated instruction strategies, more students will be involved in independent learning activities. Instructional approaches will focus on all students, including those children with IEPs. Teachers will use the findings from NY Start, the ITA and Predictive Assessments, Fountas and Pinnell Benchmark Assessment, and the Early childhood Math Assessment to drive instruction.

Summary of Data Analysis/Findings: Professional Development

- The school's professional development priorities are based on teacher-identified needs and the outcome of student assessment data.
- The majority of our staff feel that school inter-visitations are beneficial.
- Some staff visit other classrooms within PS/MS 200.
- The majority of the staff feels that push-in and/or demonstration lessons by staff developers are helpful.
- Classroom teachers and administrators meet by grade to look at their Curriculum maps. Social Studies is integrated into ELA units.
- Classroom teachers in Kindergarten through grade 8 review New York State Performance Indicators and align them to the current Everyday Mathematics and Impact Math Pacing Calendars.

Implications for the Instructional Program:

- Professional development is offered from September to June. It often includes mentoring, modeling, coaching and demonstration activities to support implementation of effective teaching. Teachers are also encouraged to participate in professional development provide by outside organizations during the summer months.
- Professional development in the Common Core Standards is being offered to key staff members and turn-keyed to the rest of the staff at grade conferences and professional development.
- Training has been implemented in the literacy programs with a focus on workshop model. Professional development will continue to focus on training less experienced teachers in the workshop model of reading and writing.
- Teachers will continue to learn how to implement the next phase of the Reading and Writing workshop with a focus on Guided Reading
- All staff development needs will be regularly assessed and addressed.
- Opportunities will be provided to discuss and reflect upon current educational programs.
- Teachers will continue to be encouraged to participate in on-site professional development experiences.
- We will continue to offer off site visitations to other schools to enhance our professional growth in terms of Inquiry work and curriculum development.
- The talents of staff members will continue to be used to develop other staff members.
- Ample opportunities will be provided for the staff to self-assess and collaborate.
- Provisions will be made for staff development in differentiated instruction in order to meet the needs of all of our students.

- Opportunities will be presented for all teachers to plan collaboratively, align instructional assessments and to assess student’s work to drive instruction.
- We will use data from the NY Start, Fountas and Pinnell Benchmark Assessment, the Early Childhood Math Assessment. The math and literacy staff developers will facilitate the introduction of new materials, strategies and models.
- There will be a continual and ongoing assessment of staff needs which will drive professional development
- We will support teachers to evaluate themselves as adult learners. They need to see where they are in terms of using higher level thinking skills to support their own teaching.
- Our Inquiry Team work will expand to include at least 90% of the teaching staff.
- Network Support Specialists will provide professional development in the Common Core Standards, creating effective tasks and rubrics, providing informative student feedback an Virtual Vocabulary.

Summary Data Analysis/Findings - Student Attendance Rate

- ❖ The school’s attendance rate remains consistently over 90%
- ❖ A school aide makes phone calls and follows up on lateness
- ❖ Outreach is provided to students and their family through an auto-dial messenger system

➤ 2006 - 2007	91.98%
➤ 2007 - 2008	92.34%
➤ 2008 – 2009	93.5%

Implications for the Instructional Program:

- ❖ The school will continue to monitor school attendance and lateness with a goal of improving the attendance rate.
- ❖ Two years ago, we began offering incentives to those children/classes with monthly perfect attendance. Since then, our school-wide attendance has improved each year. We are now also offering incentives to the middle school class with the highest percent of attendance each month.
- ❖ Middle School children are now required to ‘sign in’ when late to school.
- ❖ Due to excessive lateness for middle school children in 2007-08, a structural change was made in scheduling so that there is a limited number of core academic classes scheduled for first period. That change remains in effect this year.
- ❖ The CHAMPS program (7:15 AM – 8:15 AM), for students in grades 6-8, has been successful in getting more students to school on time.

Summary of Data Analysis/Findings: Student Support Services

- ❖ Pupil personnel services are comprehensive to serve the needs of the students.
- ❖ The team is used to identify and implement effective strategies to support students with special academic, social, emotional and physical needs and enable these students to be educated in the least restrictive environment.
- ❖ A Pupil Personnel Team (PPT) meets monthly to discuss at-risk students and referrals.
- ❖ Service providers follow up on all referrals and regularly communicate with classroom teachers and each other.
- ❖ Services to students are reviewed regularly to ensure that the students’ needs are being met.
- ❖ Subsequent meetings always review previous cases.

- ❖ Providers collaborate with external groups to expand services that support the child and the instructional program.
- ❖ Referrals to outside agencies are made as needed by the Guidance Counselor and SAPIS worker.
- ❖ Children who are At Risk are being served at risk by the providers in the building.
- ❖ We have SETSS children that are mandated.

Implications for the Educational Program:

- ❖ The school and families must continue to establish and maintain close collaboration and communication to ensure student success
- ❖ Data driven intervention services must continue to be used and updated to address student’s needs
- ❖ An effective attendance and lateness improvement, guidance and medical program must continue to be in place
- ❖ Continue to design professional development activities on prevention and intervention services for students and families in need
- ❖ SETSS teaches and other special education teachers will be included in training for all new programs so that these teachers can provide added support both in and out of the classroom.
- ❖ There is a need for quicker evaluation of children and more staff to serve our AIS population
- ❖ All staff members will be responsible for tracking AIS students so that their progress and services can be more closely monitored

Summary of Data Analysis/Findings: School Climate

- ❖ A sense of community continues to build within the school. Staff and students are friendly and respectful.
- ❖ Classroom teachers, cluster teachers, support staff and staff developers collaborate and the school tone continues to improve.
- ❖ In 2008, the CHAMPS program was established for students in grades 6-8. Because of this program, there has been tremendous improvement in student attendance and responsibility.
- ❖ The School Safety Plan procedures are implemented throughout the school and the school is a safe place. School safety procedures are reviewed and revised as needed and all staff members are informed of said procedures.
- ❖ Our “Star of the Month” program rewards academic progress and good behavior.
- ❖ Parents are always included in school programs and are encouraged to participate.
- ❖ A detention program is part of the discipline structure.
- ❖ School dances throughout the year are held for students in grades 5 through 8.

Summary of Data Analysis/Findings: School Facilities

The school is immaculate. Staff and students take responsibility for maintaining a clean environment. The school’s physical plant is in good repair. Instructional and student activities occur in areas appropriate for their use. Space is currently available to schedule all programs, services and activities.

Implications for the Education Program

The school has ample space for all personnel and students

Summary of Data Analysis/Findings: Parent Involvement

- ❖ We have and encourage parents/guardians to become Learning Leaders and assist in classrooms.
- ❖ Contact has increased and more parents call to request assistance and information.
- ❖ More translation was offered for IEP meetings and Parent Teacher Conferences.
- ❖ Test Informational workshops were offered.
- ❖ HIV Parent Workshop
- ❖ International Night
- ❖ Family Literacy Night
- ❖ Family Game Night
- ❖ Family Wellness Night
- ❖ Middle School and High School Applications workshops are offered to parents
- ❖ The School Leadership Team meets monthly
- ❖ The PTA and administration work closely together to review school needs

Implications for the Education Program

- ❖ Parents must continue to remain visible and actively involved in school activities and decision making processes. The school will continue to encourage parent participation in school and community based activities. We will take into account the needs and availability of parents.
- ❖ The school will continue to provide extensive outreach to parents
- ❖ Partnerships will continue to be established with local businesses and community groups to strengthen the ties to the community.
- ❖ We will continue to have a full time Parent Coordinator to work with parents and to coordinate school services and to involve parents in various workshops offered by our various specialists to familiarize parents with the new curriculum.

SECTION V: ANNUAL SCHOOL GOALS

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.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 90% of classroom teachers and teachers of mathematics will conduct guided groups daily during every mathematics workshop resulting in an increase in the percentage of students at proficiency in math. The percentage of students at proficiency in grades 3-8 will increase from 55% on the 2009/2010 to 58% on the 2010/2011 NYS Math Exam.	<input type="checkbox"/> To deepen differentiated instruction in math through the use of mathematics guided groups.
<input type="checkbox"/> By June 2011, 90% of classroom teachers in grades K-2 will create and use rubrics to assess students' writing in the three (3) major writing genres.	<input type="checkbox"/> To develop rigorous expectations for high level standards in student writing. Rubrics will be developed to align with the following types of writing: Report of Information, Narrative and Opinion.
By June 2011, 80% of all classroom teachers and teachers of English Language Arts in grades K-8 will have received professional development in the area of, and utilize in their instruction, the New York State Common Core Standards in English Language Arts.	<input type="checkbox"/> To develop learning opportunities so that all members of the school community can become familiar with new York State Common Core Standards and incorporate them in English Language Arts.
By June 2011, teachers in Grades 4 and 7 will create and use rubrics to assess students’ writing in social studies resulting in 75% of students scoring a level 3 on at least one rubric used to assess writing that is aligned with the NYS Standards in Social Studies.	<input type="checkbox"/> To improve student performance in social studies as evidenced by rubrics used to assess student writing in social studies.
<input type="checkbox"/> By June 2011, 90% of classroom teachers in grades Pre K - 8 will continue their participation in research action inquiry in consultation with the school Instructional/Core Inquiry Team.	<input type="checkbox"/> To deepen and expand the work of teacher teams using an inquiry approach that focuses on improved instructional practices and student learning

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.

Subject Area **Mathematics**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 90% of classroom teachers and teachers of mathematics will conduct guided groups daily during every mathematics workshop resulting in an increase in the percentage of students at proficiency in math. The percentage of students at proficiency in grades 3-8 will increase from 55% on the 2009/2010 to 58% on the 2010/2011 NYS Math Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Administrators will schedule monthly grade conferences and monthly planning periods to train staff members on how to conduct a mathematics guided group using the Vygotsky method • Administrators will schedule interclass visitations to observe model lessons that incorporate guided groups • Teachers will maintain tracking forms to monitor student progress towards meeting in and short and long term goals • Teachers will create guided groups using the New York State Mathematics Performance Indicators and begin to incorporate the new Common Core Standards • Teachers will use a variety of assessments to identify students for guided groups • Administrators will schedule the Assistant Principal and the Network Data Support Specialist to support staff in accessing and analyzing data
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Principal: TL (TL) Fair Student Funding</p> <p>Assistant Principal: Tax Levy Fair Student Funding, Title I SWP</p> <p>Teachers : Tax Levy Funds, Contract for Excellence, School Support Supplement, Title I ARRA, Title I</p>

	<p>SWP, Title IIA Supplemental</p> <p>Network Data Support Specialist: TL Children First Network</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Administrators will conduct walkthroughs to observe guided groups in progress • Teacher lesson plans will indicate which students will be included in the lesson's guided group and topic • <i>Everyday Math</i> and <i>Impact Mathematics</i> Unit Assessments will be used to determine student achievement • Teacher observations and assessments will be used to determine student achievement

Subject Area
(where relevant) :

Literacy - Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 90% of classroom teachers in grades K-2 will create and use rubrics to assess students' writing in the three (3) major writing genres.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Literacy Network Support Specialist will provide professional development in creating grade and genre appropriate rubrics for student writing • Rubric development will be included on grade conference agendas • Rubrics will be developed to align with the following types of writing: Report of Information, Narrative and Argument • Teachers will use and share grade level rubrics to drive instruction in writing • Student work will be displayed with the rubric used for assessment and teacher comments • Administrators will conduct bulletin board walkthroughs to monitor student writing and view attached rubrics • Rubrics will address the new NYS English Language Arts Standards and begin to address the new Common Core Standards
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Principal: TL (TL) Fair Student Funding</p> <p>Assistant Principal: Tax Levy Fair Student Funding, Title I SWP</p> <p>Teachers : Tax Levy Funds, Contract for Excellence, School Support Supplement, Title I ARRA, Title I SWP, Title IIA Supplemental</p> <p>Network Data Support Specialist: TL Children First Network</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> 80% of students will achieve a level 3 when using a rubric to assess their writing in one of the three (3) major writing genre.

**Subject Area
(where relevant) :**

**English Language Arts – Common
Core Standards**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 80% of all classroom teachers and teachers of English Language Arts in grades K-8 will have received professional development in the area of, and utilize in their instruction, the New York State Common Core Standards in English Language Arts.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Identify key staff members to be trained in the NYS Core Standards during summer 2010 • Assistant Principal and trained staff member will provide an overview of the Common Core Standards in Mathematic and English Language Arts during professional development on September 7, 2010 • Administrators and key staff members will plan grade and faculty conferences that address the NYS Core Standards • Administrators and key staff members will attend and turnkey Aussie training provided by the Network that addresses the Common Core Standards • Administrators will conduct walkthroughs to observe instruction aligned with Core Standards
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Principal: TL (TL) Fair Student Funding</p> <p>Assistant Principal: Tax Levy Fair Student Funding, Title I SWP</p> <p>Teachers : Tax Levy Funds, Contract for Excellence, School Support Supplement, Title I ARRA, Title I SWP, Title IIA Supplemental</p> <p>Network Data Support Specialist: TL Children First Network</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

At least three (3) times school year 2010-2011, teachers will receive professional development in the area of Core Standards as evidenced by grade and faculty conference agendas.

Subject Area
(where relevant) :

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, teachers in Grades 4 and 7 will create and use rubrics to assess students' writing in social studies resulting in 75% of students scoring a level 3 on at least one rubric used to assess writing that is aligned with the NYS Standards in Social Studies.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • During Extended Day small group instruction will continue to be provided to struggling readers in Social Studies • Test taking strategies will be incorporated into the Social Studies Program • Administrators will provide classroom support • Key teachers on grades 4 and 7 will attend <i>Teachers and Historians (TAH)</i> workshops offered to schools in the Networks of Cluster 2. • Interclass visitations will be scheduled • Social Studies will continued to be integrated in the ELA units of study • Smartboards and other instructional technology will be used to broaden the scope of Social Studies instruction in the classroom • Teachers will be required to submit rubrics used to assess student writing in social studies and writing assessment results. • Students will be provided with the opportunity to go on trips to museums and other cultural institutions (i.e. Ellis Island, The Statue of Liberty and Tolerance Museum, etc.)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Principal: TL (TL) Fair Student Funding</p> <p>Assistant Principal: Tax Levy Fair Student Funding, Title I SWP</p> <p>Teachers : Tax Levy Funds, Contract for Excellence, School Support Supplement, Title I ARRA, Title I SWP, Title IIA Supplemental</p> <p>Network Data Support Specialist: TL Children First Network</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Student learning will be monitored by using the Houghton Mifflin Unit assessments (grades 4), Holt Social Studies (grades 7) and teacher made assessments aligned with the NYS Social Studies Standards.

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 90% of classroom teachers in grades Pre K - 8 will continue their participation in research action inquiry in consultation with the school Instructional/Core Inquiry Team.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Administrators will schedule common preps to provide opportunity for grade level planning an Inquiry Team research • Teachers will identify Inquiry Team liaison for each team • Inquiry Team liaison will meet as a Core Inquiry Team periodically to discuss Inquiry Team progress • Inquiry Teams will be supported by ICI Network Support Specialists, NSS, in their work • Data Specialist will support Inquiry Team teachers by assisting in providing and analyzing student data - formal and informal assessments • Inquiry Team members will research and use a variety of best practices to improve their instruction • Inquiry Team members will visit Inquiry Team colleagues' classrooms to observe best practices in action • Inquiry Team members will modify instructional practices based on results of student assessments • Inquiry Team liaisons will be responsible for entering information on ARIS inquiry spaces • Administrators will schedule funding for Data Specialist and Inquiry Teams per session activities
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Principal: TL (TL) Fair Student Funding</p> <p>Assistant Principal: Tax Levy Fair Student Funding, Title I SWP</p> <p>Teachers : Tax Levy Funds, Contract for Excellence, School Support Supplement, Title I ARRA, Title I SWP, Title IIA Supplemental</p> <p>Network Data Support Specialist: TL Children First Network</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

At least three (3) times per year, the ITs will update IT spaces on ARIS to include best instructional practices developed through the work of the team.

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 ALL 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				
K	0	0	N/A	N/A	0	0	0	0
1	9	9	N/A	N/A	0	0	0	0
2	14	14	N/A	N/A	0	0	0	0
3	6	6	N/A	N/A	0	0	0	0
4	25	20	12	17	1	0	0	0
5	37	32	26	25	1	0	1	0
6	32	33	32	33	3	0	0	0
7	30	26	22	18	3	1	0	0
8	21	12	23	11	1	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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:	<ul style="list-style-type: none"> ❖ Extended day 50 Minutes 3 x a week ❖ Learning Leaders Work with at risk students as needed ❖ Wilson Reading as needed ❖ Small group instruction throughout the day ❖ One to one tutoring throughout the day ❖ Peer tutoring ❖ Flexible groupings ❖ Test Prep selected Saturdays ❖ Kaplan; Entrance to Specialized High School Exam – Friday after school six weeks in the spring & six weeks in the fall
Mathematics:	<ul style="list-style-type: none"> ❖ Extended Day 50 Minutes 3 x a week ❖ Small group instruction throughout the day ❖ One-to-one throughout the day ❖ Peer tutoring ❖ Flexible grouping ❖ Test Prep selected Saturdays ❖ Kaplan; Entrance to Specialized High School Exam Friday after school six weeks in the spring & six weeks in the fall
Science:	<ul style="list-style-type: none"> ❖ Extended day 50 Minutes 3 x a week ❖ Small group instruction throughout the day ❖ One to one tutoring throughout the day ❖ Peer tutoring ❖ Flexible groupings
Social Studies:	<ul style="list-style-type: none"> ❖ Extended day 50 Minutes 3 x a week ❖ Small group instruction throughout the day ❖ One to one tutoring throughout the day ❖ Peer tutoring ❖ Flexible groupings

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ❖ Service children not mandated but requiring service at specific times. ❖ Meeting with small groups as need arises ❖ Push-in as needed to intervene with problems that arise
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ❖ Provides support services throughout the year as needed ❖ Service children not mandated but requiring service at specific times. ❖ Meets with students one on one ❖ During the school day
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ❖ Provides support services throughout the year as needed ❖ Service children not mandated but requiring service at specific times. ❖ Meets with students one on one as need arises ❖ During the school day
At-risk Health-related Services:	<ul style="list-style-type: none"> ❖ Meets with small groups with health and hygiene issues. The school nurse also provides open airways training to students in grade 3.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

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 no revisions 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 minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- x Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 3-8 X _____ Number of Students to be Served: 18 LEP 18 Non-LEP

Number of Teachers 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

There is one full time ESL teacher servicing six classes in the regular school day / 29 periods per week. Presentations at staff development conferences are given to all staff as needed. ESL Professional Development is available to all personnel along with the opportunity to turnkey to their peers.

The ESL teacher attends faculty and grade conferences and participates in ongoing consultations with classroom teachers. During this time, the ESL teacher participates in the planning and gives input on better ways to service our ELL population, in Literacy, Math, Social Studies and Science.

We discuss differentiated instruction, using smarter strategies, reviewing the monthly grade curriculum maps and implementing multi-sensory approaches to learning. ESL teachers and staff members can attend monthly Professional Development Workshops. In addition, we will have articulation meetings with ESL teacher and class / subject teachers twice a year.

Section II. Title III, Part A LEP Program Narrative

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.

Twice a week, we will offer an after school, English-language enrichment program, led by a certified ESL teacher. We will use picture words, stress vocabulary acquisition, phonics, synonyms, antonyms, syntax, grammar, sentence structure, reading strategies, simple and complex reading comprehension and writing of simple sentences to composition writing. Children will participate in various activities that incorporate hands on manipulatives, audio-visual materials, and computer technology. Appropriate instructional materials and instructional strategies that will support language development for the students will be used. The program will include various sources of both fiction and non-fiction reading materials such as, the Compass Classic Reader Series. This series is leveled, includes vocabulary activities, a CD for the students to listen to each novel read aloud, and a culminating reader's theatre activity based on

the story, and includes such titles as, Dr. Jekyll and Mr. Hyde and Robin Hood. In addition, we will read Elizabeth Claire's Easy English News and use this as a model to develop our own newspaper based on current events in our ESL Classes. Lastly, we will purchase Lexia Reading Software Program to help students enhance their reading skills through the use of technology. We have 18 LEP students, including beginning, intermediate, and advanced levels in grades 3-8. All program sessions will be conducted in English only. The program will be offered to Grades 3-8 twice a week. Grades 3-5 will meet one day and grades 6-8 will meet on the alternate day. The program will follow the extended day time schedule. Articulation meetings will be held with classroom and content specific teachers in order to share students' progress. These meetings will provide differentiated activities for the teachers to incorporate into their lessons to further meet the needs of the ELL students. In addition, snacks will be provided to students. We believe the students would greatly benefit from additional small group instruction that focuses on fun and exciting activities, while creating a culturally inclusive social environment. We want the students to have a positive academic language learning experience, in a low anxiety setting. For these reasons, we selected the programs mentioned above because they incorporate reading, speaking, writing and listening skills in a stimulating way, while also being aligned with the NYS standards. The schedule will be as follows:

Days: Thursday Grades 3-5 and Friday Grades 6-8.

Starting Date: November 18, 2010

Ending Date: Thursday, June 24, 2011

Place: School Library

Time: 2:40-4:10 P.M.

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.

There is one full time ESL teacher. Presentations at staff development conferences are given to all staff as needed. The ESL teacher attends faculty and grade conferences and participates in ongoing consultations with classroom teachers. We discuss differentiated instruction, using appropriate strategies, reviewing the monthly grade curriculum maps and implementing multi-sensory approaches to learning. ESL teachers and staff members can attend monthly network Professional Development Workshops. In addition, we will establish bi-yearly articulation meetings between the ESL teacher and class / subject teachers.

Professional Development Workshops to be attended:

October 28, 2010-ELLs Core Standard @ Long Island University

November 17, 2010- ELLs Writing Using Six Traits

December 15, 2010-ELLs Reading Tier 1 & Tier 2 Instruction

January 4, 2011-ELLs Best Web sites to Enhance Your Instruction

February 28, 2011-ELLs Vocabulary Instruction

March 15, 2011- ELLs Children's Literature

April - To be announced

May- To be announced

Section III. Title III Budget

School: P.S./ M.S. 200 _____ BEDS Code: 342500010200

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)	\$5487.90	-110 hours of per session for ESL teacher to support ELL Students: 00 hours x \$49.89
	\$310	-2 days of sub teacher for articulation meetings
Purchased services (Object Code 686)	\$0	-Snacks for the ELL After School Program
	\$1400	-Professional Development
Supplies, materials and books (Object Codes 100 & 337)	\$3557.20	1 printer, Holiday food, resource books. Easy English Newspaper, multi-sensory materials and supplies
Educational Software (Object Code 199)	\$3744.90	Lexia Reading development software packages, for after-school program
Travel (Object Code 451)	\$500	Trips, Parking, and Toll fees
Other		
TOTAL	\$15000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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.

The ATS OTELE code, HLIS forms, emergency cards, Pupil Personnel Secretary, and Parent Coordinator input are used to determine which parent and which languages have need of translated document and/or translators. Translated versions of all NYC DOE documents, handbooks, etc. are routinely distributed. Translated versions of parent letters on the NYC DOE website are utilized. The DOE provides translators by phone. All DOE employees can call the Translation Services phone number and use an interpreter. When necessary, contracted vendors can be used for translation services.

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.

Using the above resources, it was determined that P.S./M.S. 200Q requires translators for Chinese, Korean and Spanish. This information was reported to the School Leadership Team.

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.

When necessary, letters are sent out to the DOE approved translation service for translation. In addition, translated documents are provided by the DOE and can be found on their website. Translation of urgent letters is done in house by staff.

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.

It is possible to hire, when necessary, DOE approved translating agencies for events such as Parent Teacher Conferences and Orientations. Our Parent Coordinator is able to provide translations in Spanish. We also have staff members that are fluent in Chinese and Korean. In addition, it is also possible to make use of the NYC DOE telephone translation services.

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 Pupil Personnel Secretary and the ELL teacher will identify parents/guardians requiring translations of school letters and notices. The school utilizes the translated NYC DOE documents. Translators are hired when necessary for school functions. Translations of printed materials are offered as needed as is the telephone translation service. Administrators, Parent Coordinator, ELL teacher and the Pupil Personnel Secretary ensure that translation is provided when necessary.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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 Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools 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:	\$254,665	\$16,060	\$270,725
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,547	\$161	\$2,708
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,733	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$25,467	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.12%
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

Title I funds have been set-aside to try to insure that all core subject teachers become highly qualified. Teachers that are not highly qualified are encouraged to take the necessary coursework to complete certification in the area they are teaching. These teachers are also provided with support from administration and the Network Support Specialists to ensure they are familiar with the grade level content, curriculum and standards they are teaching.

* 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.

Title I Parent Involvement Policy and Parent-School Compact for PS/MS 200Q

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS/MS 200Q [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS 200Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent

Advisory Council, as trained volunteers and welcomed members of our school community. PS/MS 200Q will support parents and families of Title I students by:

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

PS/MS 200Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS/MS 200Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 200Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS/MS 200Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

PS/MS 200Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS 200Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by **Ewel Napier on Tuesday, December 22, 2009.**

There have been no changes made to this Parent Involvement Policy for the 2010-2011 school year.

The final version of this document will be distributed to the school community on December 1, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

Part C: Title 1 Schoolwide Program Schools

- 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.**

PS 200 consistently gathers information in order to better meet the needs of all students. A periodic review of the following indicators is conducted and results are used to drive instruction. These measures include but not limited to Fountas and Pinnell Early grade checklists, Fountas and Pinnell Benchmark Assessment System, Predictive/ITA Assessment data in grades 3-8, State assessment results (grades 3-8) including items and skills analysis in ELA and Math. The ARIS system includes most of this data and is accessed regularly by all staff members. Individual student proficiency levels and student progress data is examined carefully in order to ensure that all students are working toward meeting or exceeding the 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.

PS 200 uses the workshop model approach in order to cover NY State Standards and NY City curriculum. All of our students are engaged in the learning process. Administrators are involved in monitoring and supporting instruction through walkthroughs, observations, as well as grade and faculty conferences. Teachers meet and plan regularly with colleagues in order to establish vertical and horizontal alignment of curriculum. Network Support Specialists provides professional development opportunities for teachers to address the Common Core Standards.

High expectations and rigorous instructional practices result in academic progress for all students. Students who are in need of academic support receive it regularly in the form of small group instruction. The extended day program is mandated for students in both literacy and math that are in need of support in those areas. This instruction is provided during the school day. Target student data is gathered on a regular basis and is used to drive instruction.

b. Use effective methods and instructional strategies that are based on scientifically-based research that increase the amount and quality of learning time, such as extended school year, before and after school and summer programs and opportunities.

The quality of our learning time is increased daily by making effective use of available instructional time. A bell schedule is in place in order to keep all staff members on a rigorous schedule with limited travel time between periods.

In preparation for the NYS assessment in ELA and Math, students in grades 3-8 will attend 4-6 Saturday sessions.

Over the summer, students are given materials that will support maintenance of skills taught for the year. In September, these skills are briefly reviewed. Students are also given a summer reading list where they are required to read recommended books assigned by their teacher. A book report based on a book read is returned to their teacher in September.

Help provide an enriched and accelerated curriculum.

At PS 200 all of our students are provided with differentiation of instruction. Differentiation occurs for both remediation and enrichment. Students are grouped according to their abilities and interests. In literacy students are reading at their own independent reading level and are sometimes grouped according to these levels. Students who are exceeding the standards are also provided with opportunities where they are exposed to challenging materials; these activities are done in small groups or on an individual basis. In mathematics students who are exceeding the standards are grouped and are provided with individualized and group experiences that provide acceleration and enrichment. In the content areas students work cooperatively taking on different roles and often choosing areas of interest to pursue.

Meet the educational needs of historically underserved populations.

Our goal at PS 200 is to meet the needs of all students. Data is collected in order to examine male and female performance on exams and assessment. Results are used to drive instruction for both male and female in all subject areas. Minority students such as Black and Hispanic are provided with instruction based on data collected. Our ELL students receive instruction from the ELL teacher who is assigned to service this population. Instruction is also modified by classroom teachers in order to accommodate these students.

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

The ongoing gathering of data and information relevant to student progress dictates the level of support that is provided by the school for all students especially our low academic performing students. Intervention is provided during the extended day period as well as during the school day in small group instruction and differentiation. The rigorous instructional programs that our school provides are supported by the services of a full time guidance counselor, SBST team, resource room teachers, two speech teachers and an occupational therapist. In addition, our school offers an annual Career Awareness Day for grades 5-8 students.

3. Instruction by highly qualified staff.

PS 200 consists of highly qualified and certified staff members. For those members that are not considered highly qualified, Title I monies have been set aside to insure teachers are highly qualified in the core subject areas (see page 51 for more information).

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.

Principal, assistant principal, and teachers attend workshops provided by the Network. Staff members turn-key information during grade conferences, common planning periods and staff development days. Teachers also participate in in-house professional development given by our Network Support Specialist. Parent coordinator also attends workshops in order to foster effective parenting skills.

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

Highly qualified teachers are recruited through recommendations and open posted vacancies which are reviewed by a personnel committee.

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

Parent involvement workshops are given through out the year. Our parents have an opportunity to participate in our Meet the Teacher Week, Middle School Orientation, Open School Week and classroom celebrations held throughout the year. In addition, parents are offered workshops where they engage in hands-on math and literacy activities in order to support their child for the ELA and Math assessments.

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

Our pre- kindergarten staff participates in all professional development opportunities in order to keep up with the latest trends and best practices. Our pre-k classroom is filled with materials that are found in our pre k-2 classrooms. Pre- k students interact with these materials on a daily basis thereby preparing them for the formal use of material in K-2.

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.

Teachers are trained to review assessments for the purpose of driving instruction. Academic assessments used are Fountas and Pinnell Early childhood checklists, Predictive Assessments, rubric based assessments, core curriculum assessments and state assessment results including item skills analysis in ELA and Math.

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 just include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Wilson's Foundations program provides phonics instruction in grades K-2
- Classroom teachers provides additional assistance in literacy and Math using small group instruction in all classes
- Extended day program is used to provide all at-risk students with additional assistance in literacy and math
- Mandated summer school instruction is provided for students not meeting promotional criteria
- Ell students are provided with additional support during the school day

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.

- Peer Mediation
- Conflict Resolution

- C.H.A.M.P.S. – Athletics and Fitness
- Family Wellness Fair
- American Heart Association “Jump Rope for Heart”
- Common Cents Penny Harvest
- Margaret Tietz Nursing Home
- Parent Involvement activities

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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ² Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide	Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number
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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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

		(R)			Pool (Refer to Galaxy for FY'11 school allocation amounts)	references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$213, 918.60	X	Pgs 14 -17 ELA Pgs 18-21 Math Pg 22 Science Pgs 23-24 Social Studies Pgs 26-27 Curriculum & Instruction Pg 28 Attendance Pgs 28-29 At Risk Pgs 30, 53-60 & 64 Parental Involvement Pgs 32-39 School Goals Pgs 40-44 AIS Pgs 52-61 Requirements for Title I Pgs 61-63 School Programs Pgs 64-65 Programs supporting NCLB
Title I, Part A (ARRA)	Federal	X			\$15,899.40	X	Pgs 14 -17 ELA Pgs 18-21 Math Pg 22 Science Pgs 23-24 Social Studies Pgs 26-27 Curriculum & Instruction Pg 28 Attendance Pgs 28-29 At Risk Pgs 30, 53-60 & 64 Parental Involvement Pgs 32-39 School Goals Pgs 40-44 AIS Pgs 52-61 Requirements for Title I Pgs 61-63 School Programs Pgs 64-65 Programs supporting NCLB
Title II, Part A	Federal	X			\$22,888.00	X	Pgs 27-28 & 63 Professional Development

							Pgs 32-39 School Goals
Title III, Part A	Federal	X			\$15,000.00	X	Pgs 45-49 Title III
Title IV	Federal		X				
IDEA	Federal		X				
Tax Levy	Local	X			\$2,515,279	X	Refer to all of the pages above

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. 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. 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.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: _____ **SURR⁴ 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 Title I Schools 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)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS 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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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 current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

8

2. Please describe the services you are planning to provide to the STH population.

Our school has developed various opportunities in order to address the needs of our homeless population. At our school, our temporary housing children are provided with services and support that cater to their academic, emotional and social needs. Students who are experiencing difficulty with the challenges of their homeless situation are provided, when deemed necessary with at-risk counseling. Our Sapis worker will also, when deemed necessary, work individually or in groups with these students.

In overcoming the various problems that arise academically, we provide academic intervention so that their academic needs can be addressed. Students who have not met the state required standards are mandated to participate in our Extended Day program, offered for 50 minutes 2 times per week. Tutorial sessions are created in order to address areas that need improvement during the course of the day. In their classroom, instruction is tailored to meet their needs. Small group as well as individualized instruction is provided. Data that is collected is used to plan for their instruction. We encourage students in our middle school to participate in our High School Preparatory Course offered once per week.

We are aware of the temporary housing situation and the problems they face in completing homework assignments. Therefore, accommodations, when necessary, are made in our Extended Day program in order to provide opportunities to complete homework assignments.

Our school offers these students a chance to participate in recreational activities in order to reduce the stress in their daily life. C.H.A.M.P.S., an athletic fitness program, is available for those students who are interested in participating. Students are also able to join our cheerleading team before and during the school day. Our school collaborates with City Center in order to provide American Ballroom Dancing. This exposure to the Arts will help our students build their self esteem as well as develop an appreciation for the arts. This program also enables them to build cognitive, physical and social skills that promote self direction, higher order thinking, and increase their productivity.

Moreover, we also have our Parent Coordinator who has designed workshops in order to address this group. Workshops are designed to establish a rapport with parents, thus building an open line of communication. Parents at our school should feel free to address their concerns about their child and his/her overall well being. Parental workshops offer parents an opportunity to be involved in their child's education. We are hoping that our students will advance in the environment that we have created, thus alleviating some of the burden of living in a temporary shelter.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I 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 in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

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:	PS/MS 200 - The Pomonok School & STAR Academy					
District:	25	DBN:	25Q200	School	342500010200	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	31	33		92.1	93.5	93.4
Kindergarten	40	60	42				
Grade 1	52	40	55	Student Stability - % of Enrollment:			
Grade 2	41	48	43	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	49	41	53		96.8	96.3	94.2
Grade 4	57	49	49				
Grade 5	49	51	60	Poverty Rate - % of Enrollment:			
Grade 6	52	55	82	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	55	49	49		68.4	73.3	75.9
Grade 8	55	54	50				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	2	15
Grade 12	0	0	0				
Ungraded	0	2	0	Recent Immigrants - Total Number:			
Total	486	480	516	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	2	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	18	20	16	Principal Suspensions	84	16	6
# in Collaborative Team Teaching (CTT) Classes	80	64	65	Superintendent Suspensions	16	0	3
Number all others	36	34	32				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	38	34	TBD				
# ELLs with IEPs	6	14	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	50	49	47
Number of Administrators and Other Professionals	14	14	7
Number of Educational Paraprofessionals	5	4	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	60.0	73.5	95.7
				% more than 5 years teaching anywhere	56.0	57.1	83.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	82.0	83.0
American Indian or Alaska Native	0.4	0.2	1.2	% core classes taught by "highly qualified" teachers	78.2	77.3	100.0
Black or African American	19.8	18.5	21.7				
Hispanic or Latino	32.5	31.9	30.4				
Asian or Native Hawaiian/Other Pacific	15.6	16.5	17.4				
White	30.9	31.0	28.3				
Male	51.6	49.0	49.6				
Female	48.4	51.0	50.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	50.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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 CFN 204	District 25	School Number 200	School Name Pommonok
Principal Farrah McKenna		Assistant Principal Marc Caputo	
Coach N/A		Coach N/A	
Teacher/Subject Area Diana Blake/General Ed		Guidance Counselor Angela Loscalzo	
Teacher/Subject Area Dianne Macaluso/ICT/IEP Teache		Parent	
Teacher/Subject Area		Parent Coordinator Eileen Rothowski	
Related Service Provider Esther Huh		Other Carolyn Tabbanella	
Network Leader Diane Foley		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	15

C. School Demographics

Total Number of Students in School	516	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	6.20%
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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.

Paste response to questions 1-6 here

PS /MS 200 is a Pre-K to 8th grade school with an ESL program. We have no bilingual program at our school. There are currently 9 SIFE, 9 special education, 2 long-term, and 6 newcomer ELLS. The languages spoken by the PS/MS 200 ELLs, are as follows: 12 Spanish, 10 Chinese, 5 Pashto, 2 Korean, 1 Turkey, 1 Russian and 1 Bemba.

There is one full time ESL teacher servicing six classes in the regular school day/ 29 periods per week. All classes are conducted in English only. Our new ELLs are identified by administering the Home Language Identification Survey (HLIS) and tested within the first ten days of school using the LAB-R exam and placed in our ESL Program if needed. All parents of ELL students received letters informing them of their child’s right to ESL Services. Parent survey and program selection forms were distributed to all parents. Parents were informed that they should participate in an orientation session. ESL orientations are held in the beginning and middle of the school year. They viewed the video and selected one of the programs. At this time, we also explain annual evaluation ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Parents can opt to send children to another school for an available Transitional Bilingual Program. Parent choice forms are returned to ESL Department and received by ESL teacher. The letters and forms are available to parents in their native language. School personnel have reviewed the parent selection forms, which have shown that 100% of the parents have chosen ESL as their model. No requests have been made for a bilingual program. We’ve addressed the TBE program at the meetings but it is not a growing desire at our school. Perhaps it may change in the future.

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)															
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained															0
Push-In	2	7	1	5	6	3	4	4							32
Total	2	7	1	5	6	3	4	4	0	0	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	9
SIFE	9	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	2

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/> 19	<input type="checkbox"/> 8	<input type="checkbox"/> 1	<input type="checkbox"/> 11	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 32
Total	<input type="checkbox"/> 19	<input type="checkbox"/> 8	<input type="checkbox"/> 1	<input type="checkbox"/> 11	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 32

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

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

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
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4			3	2	1	1						12
Chinese	1	3		2			2	2						10

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
Russian				1										1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean				2										2
Punjabi														0
Polish														0
Albanian														0
Other			1		3	1	1	1						7
TOTAL	2	7	1	5	6	3	4	4	0	0	0	0	0	32

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.

Paste response to questions 1-4 here

The ESL teacher and the classroom teachers collaborate to meet the educational needs of the students for the Push-In and Pull-Out Models. The ESL teacher provides information and support to the teachers about differentiating instruction, cooperative learning techniques during lessons and use of manipulatives and visuals.

Our school implements 180 minutes of instruction for Advanced leveled ELLs and 360 minutes of instruction for Beginning and Intermediate leveled ELLs by using single and double periods. Students are grouped according to their language proficiency and given extensive opportunities for speaking, listening, and writing each day. Classroom teachers are supported by the Push-In model for Literacy and Math Blocks. The ESL teacher utilizes the monthly grade curriculum maps to ensure cohesion of studies. She also ensures the use of various genres of books which relate to the content area subjects across the grades. We are using Foundation, Wilsons, computer Soft ware,

e-books and English Explores social studies/science leveled books. These resources help to differentiate reading instruction for each student. Our leveled reading program teaches English through the content areas. We also use leveled libraries to work on comprehension.

Our plan for meeting SIFE students' needs is to offer more opportunities in speaking, listening, reading and writing. In order to target areas of weaknesses in literacy, based on data, the student uses graphic organizers to break stories down into more comprehensible bits of information. Student is also taught how to take organized notes and to focus on the main idea when reading and writing. We have on going dialogue to inform the parents how students are doing the work at school and home. Classroom teacher helps with differentiation of instruction and use juicy sentences to deconstruct and reconstruct the meaning of the sentences.

For newcomers and the students who have been in school for less than three years, we use picture words, stress vocabulary acquisition, teach phonics, and simple sentences. We also use the Starfall.com and Leapfrog Language First Series, a multi-sensory program for English language development. This program is a series of books, designed to develop English language proficiency, but in addition it supports reading instruction, appropriate to the child's level of language proficiency. Directions for all Language First activities can be accessed, by the children, in their native language. The teachers use Leappads and Music English to jumpstart and support ELLs in reaching the standards.

For students who have been receiving service 4 to 6 years, we use multiple strategies to support them in reading, writing, listening and speaking. We use deconstruct and reconstruct sentences, word play and ESL Strategies to support ELLs. These strategies help the students to understand a purpose of their reading, speaking, listening and writing, and score higher on ELA, MATH & NTSESLAT Exams. In addition, we provide instruction in grammar and word usage. This enables students to identify the grammatical and / or word usage errors in assigned reading and writing materials.

For students who have been here long-term, we focus on understanding synonyms, antonyms and homonyms, stress vocabulary acquisition, syntax, grammar, sentence structure, reading comprehension, and composition writing. For ELL students who have special needs we progress at slower rate and do much repetitive teaching. Students are grouped according to their reading levels. An emphasis placed on reading instruction is based on units of study in different genres: social studies and science are integrated in reading. To further improve, students acquire the ability to analyze reading materials and to understand the purpose of reading and writing.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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 <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Paste response to questions 5-14 here

Our Network Support Specialist Shirley Rouse-Bey came and gave a workshop entitled ELL Integrated Curriculum & Instruction to ESL. She provided professional development to classroom teacher and modeled collaborative team teaching in the general and special education classes. During this time, the ESL teacher participated in the planning and gave input on better ways to service our ELL population, in

Literacy, Math, Social Studies and Science. In addition, we have several intervention programs to support them. Title III, consists of a language para as needed, Saturday Test Prep and extended day services provided for ELL students.

ELLs assessed for specific needs are instructed more individually in our AIS programs. Specific strategies appropriately designed to meet ELLs specific needs are used. Interventions are matched to the student's specific area of academic need. Title III supports additional ESL instruction to Grs. 3-8 in ELA, Math and other content area subjects, including preparation for the NYSESLAT exam. There is ongoing planning and articulation between the classroom teachers and the ESL Provider to ensure that instruction is congruent. The ESL Provider tailors instruction based on individually assessed needs of the ELL. In addition, ELL students are paired with English speaking students in the classroom to assist them with specific skills in reading and writing.

Transitional support for ELLs reaching NYSESLAT proficiency is also given. These students are given the allowed testing modifications on all state tests for two consecutive years after passing the NYSESLAT. All ELLs in Grs. 1-8 are also encouraged to participate in any Extended Day and Saturday ELA & Math Test Preparation programs.

This year we will have a new after school program for Title III. We will have classic book reading club and technology club. Title III program that was offered once a day last year has been discontinued. We want to try something new and different. In addition we will provide snacks to students.

Materials used to support ELLs are varied. We utilize a multi-sensory approach to learning which includes using graphics, pictures, music, culinary activities, computer software, e-books, and internet services, all of which are secondary to oral and written skill instruction. We also include curriculum-based field trips to offer on sight experiences.

Native Language support is delivered by use of materials that have instructions and words in both languages for students. In addition, we have multicultural books and materials that have vocabulary and content area information in both languages for students. We also have picture dictionaries in several languages.

We offer an offsite ESL Summer School Program. The teachers use summer reading lists, Leappads and Music English to jumpstart and support ELLs students before the beginning of the school year. Spanish Language Class is available to some and all grade 6-8 students.

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

Not Applicable

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.

Paste response to questions 1-3 here

Presentations at staff development conferences are given to all staff as needed. ESL Professional Development is available to all personnel along with the opportunity to turnkey to their peers. The ESL teacher attends faculty and grade conferences and participates in ongoing consultations with classroom teachers. During this time, the ESL teacher participates in the planning and gives input on better ways to service our ELL population, in Literacy, Math, Social Studies and Science. We discuss differentiated instruction, using smarter strategies,

reviewing the grade monthly curriculum maps, implementing multi- sensory approaches to learning. ESL teachers and staff members can attend monthly Professional Development Workshops. In addition, we will have articulation meetings with ESL teacher and class /subject teachers twice a year.

Staff and student programs are available to help make the transition from the elementary to middle and middle to high school as smooth as possible. In place are Orientation meetings, Moving-Up ceremonies, and opportunities to visit the schools. High School test-prep courses are also available, as are counseling services for parents and students alike.

To help ensure receipt of the mandated hours of strategies required of Special Education teachers and Paraprofessionals, the ESL teacher gives workshops. She also attends PPT monthly to inform the Special Education staff about how to utilize ESL strategies, as well as to receive feedback from the teachers. The ESL teacher attends IEP conferences as needed and offers input on students' IEPs.

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?

Paste response to questions 1-4 here

We don't have a Bilingual Program, however native language support is delivered through oral and written translations. Our school offers a great deal of support services to our LEP students. We offer: Parent Coordinator, SETS, OT, PT, AIS 37 1/2 minutes, Speech and Language, Guidance Services and Counseling from our Guidance counselor, Social Worker and Psychologist. We have four Bilingual Paraprofessionals and they support all teachers with the core curriculum. In addition we will have access to Bilingual books for teaching and reading in the school library. Parents and students are welcome to use electronic or regular native language dictionaries. ELLs can participate in the following extracurricular activities: basketball, cheerleading, city-center movement dance, ballroom dance, chorus, recorder, band, peer mediation.

All parents of Ell students received letters informing them of their child's right to ESL services.

1. Parent survey and Program selection forms were distributed to all parents.
2. Parents were informed that they should participate in an orientation session.
3. ESL Orientation at beginning and middle of the school year.
4. Conferences with parents through out the school year.
5. Workshops are presented as needed.
6. Attend IEP conferences as needed. There is input from ESL on IEP's.
7. Wellness Night for educating the whole community on health.
8. Yearly international night involving the whole community.

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	TOTA	

															L
Beginner(B)		1		1	1	1	1								5
Intermediate(I)		4	1	3	3	1	1	1							14
Advanced (A)	2	2		1	2	1	2	3							13
Total	2	7	1	5	6	3	4	4	0	0	0	0	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	4			9
4		1			1
5	1	4	1		6
6		3	2		5
7					0
8	1	1			2
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		4		1				9
4	3						1		4
5			2		2		1	2	7
6			1		3	1			5
7									0
8		1	1						2
NYSAA Bilingual Spe Ed									0

NYS Science

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1	1	2	1	1		7
8		1			1				2
NYSAA Bilingual Spe Ed									0

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				
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

Fountas and Pinnell is used to determind a child's reading level. NYSESLAT and LAB-R data reveals that our ELLs are stronger in Listening and Speaking than they are in Reading and Writing. Data of students who scored at the Beginning and Intermediate level of proficiency indicates a deficiency in decoding, vocabulary, and comprehension. While data of students who scored at the Advanced level of proficiency indicates a stronger ability to decode words and syntax, it also reveals a narrower deficiency in comprehension and in Writing.

The data is highly effective for planning purposes. Beginning and Intermediate level students are taught basic decoding skills and strategies, including phonics. Vocabulary is taken from content area readings and developed through various hands-on activities. Students are also taught basic comprehension strategies such as chunking, graphic organizing, highlighting, and note-taking. We also use leveled reading books to differentiate specific needs of the student. After examining the students’ above results, we saw the following pattern. Most of our students who scored Intermediate & Advanced levels on LAB/R or NYSESLAT are approaching their grade reading levels. However, the students who scored on Beginning levels on the test are also below on reading levels.

Patterns noted across proficiency levels and grades reveal that our Intermediate and Advanced ELLS scored at levels 2 through 4 on the Math exam. More than three times as many ELLs scored a level 3 than did a level 2. Students who were assessed in Translated Math, Science & Social Studies exams scored levels 3 and 4.

Most ELLs, regardless of their NYSESLAT/LAB-R level, scored a level 2 on the ELA, Science, Social Studies exams. This acknowledges that most ELLs have more difficulty mastering the complexities of the English language.

Periodic Instructionally Targeted Assessments are given to all ELLs in both Math and ELA. The resulting data is used by teachers to determine areas of weakness, pinpoint re-teaching ideas, and for grouping students by academic need. Former and all ELLs receive test

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.

Additional Information

Paste additional information here

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		