



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S./M.S. 200Q

DBN (DISTRICT/ BOROUGH/ NUMBER) : 25/ QUEENS/ 25Q200

PRINCIPAL: FARRAH MCKENNA

EMAIL: fmckenna@schools.nyc.gov

SUPERINTENDENT: DANIELLE DIMANGO

02-28-2012

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Farrah McKenna	*Principal or Designee	
Beth Wilkow	*UFT Chapter Leader or Designee	
Judean Woelfle	*PA/PTA President or Designated Co-President	
	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	
Christine Wittig	Member/Teacher	
Barbara Papalexis	Member/Teacher	
Maria Karalekas	Member/Teacher	
Dina Shmuel	Member/Teacher	
Debbie Doster	Member/Parent	
Mary Knox	Member/Parent	
Diane Coppetta	Member/Parent	
Madelyn Dougherty	Member/Parent	
Darlene Ortiz	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is

provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- To improve student achievement and develop teacher effectiveness, a uniform data binder will be utilized school-wide to record and collect student data to inform and differentiate instruction to meet the needs of all students. 100% of classroom teachers in K-5 and ELA or Math will utilize a school created data binder to maintain formative student data for the purpose of differentiating in math, reading and writing as evidenced by improved differentiated instruction strategies in the classroom. As a result, 58% of students will score on level on the 2012 NYS ELA exam and 60% of students will score on level for the 2012 NYS Math exam.

Comprehensive needs assessment

- According to the 2011 NYC Progress Report, 54.5% of students scored a level 3 or 4 in ELA. The school fell in the 34% as compared to their peers. In mathematics 57.1% of students scored a level 3 or 4. The school fell in the 25.1% as compared to their peers. These percentiles were below the median scores for the schools peer group. In an effort to increase the Performance Score on the Progress Report from a C to a B, the school will need to increase its performance in these two subject areas to perform at or near their peers.

Instructional strategies/activities

- *Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:*
 - a) *strategies/activities that encompass the needs of identified student subgroups,*
 - b) *staff and other resources used to implement these strategies/activities,*
 - c) *steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
 - d) *timeline for implementation.*
- In June of 2011, the Core Instruction Team finalized the format of a school-wide data binder
- In September 2011, teachers were introduced and provided with a binder to record and collect student data
- Key instructional staff will provide staff development in the most effective use of the binder and collection of data
- Throughout the year, teachers will use the binder to record data from guided groups and conferences in reading, writing and mathematics
- Key instructional staff will work with groups of teachers to modify the binder to better meet the needs of their grades
- Teachers will use data to create targeted math groups, guided reading groups, enrichment groups and skill groups
- Teachers will use data to differentiate instruction for all students in literacy and mathematics

- Teachers will be asked to bring their data binders to grade conferences to discuss best practices and how they are using the data to inform instruction
- Administrators will monitor the use of the data binders
- Teachers will use the data binder to monitor student progress toward short and long term goals
- Teachers will differentiate class work during the work period using data from the Fountas and Pinnell levels
- Teachers will utilize the Fountas and Pinnell data to drive individual student conferences
- Grade conferences and/or faculty conference agendas will address the maintaining of guided group logs and conference notes

- Teachers will use the data binder to monitor student progress toward short and long term goals
- Teacher lesson plans will reflect differentiated instruction based on data collected in the binder
- Teachers will differentiate class work during the work period using data from the Fountas and Pinnell levels

Strategies to increase parental involvement

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*
 - PS/MS 200 will engage parents in discussion and decisions regarding funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
 - School will establish and support school-level committees that include parents who are members of the School Leadership Team, and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills
 - PS/MS 200 has 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.;
 - School will encourage meaningful parent participation on School Leadership Team and Parent Association (or Parent-Teacher Association)
 - School will work collaboratively with PTA to host a Family Literacy Night in November, Barnes and Nobles Night in December and International Night in December
 - Parent Coordinator will 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
 - ❖ PS/MS 200 respects the rights of limited English proficient families and thus, provides translated documents and interpretation services in order to ensure participation in the child's education

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified in order to achieve this goal.

Principal, assistant principal, and teachers attend workshops provided by the CFN support staff. Staff members turn-key information during grade conferences, common planning periods, Inquiry sessions 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.

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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 and The Margaret Tietz Center for Nursing Care

- 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
- Peer Mediation

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy Fair Student Funding: Mineolta Copy Machine (\$5,142), Test Prep Per Session ELA and Math (approx \$13,000), supplies (approx. \$500)

ARRA RTTT Data Specialist (\$2,215)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- *Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.*

To improve student achievement and teacher effectiveness by developing a shared understanding of instructional excellence and providing meaningful teacher feedback. By June 2012, the Principal and Assistant Principal will conduct 3-4 observations for each classroom teacher using selected components of the Charlotte Danielson rubric to provide meaningful feedback, resulting in a 70% strongly agree/agree as a response to "School leaders give me regular and helpful feedback."

Comprehensive needs assessment

- According to the 2010-2011 Learning Environment Survey, only 57% of teachers who responded felt that school administration gave them regular and helpful feedback about their teaching. This resulted in an overall score of 5.5 out of 10.

Instructional strategies/activities

- *Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:*
 - strategies/activities that encompass the needs of identified student subgroups,*
 - staff and other resources used to implement these strategies/activities,*
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
 - timeline for implementation.*
- School administrators and two staff members attend CFN training sessions conducted during the summer and fall 2011 to learn

implications of NYCDOE Instructional Initiatives.

- On September 6, 2011, all teachers were introduced to the Charlotte Danielson Framework. Teachers will understand the 4 domains and the 6 components NYC DOE will be focusing on for the 2011-2012 school year.
- Throughout the school year, administrators will focus on at least 2 of the 6 components the DOE has highlighted.
- Administrators will begin doing the walkthroughs together whenever a new component is being focused on for the purposes of norming what good practice looks like
- Administrators will provide teachers with timely feedback
- Teachers will also be introduced to each walkthrough framework prior to administrators conducting the walkthroughs
- Administrators will develop a schedule for walkthroughs
- Faculty and/or grade conference agendas will address components of Danielson
- Feedback will provide teachers with next steps or an individual professional development plan in a particular component
- School administrators schedule observations throughout the year to ensure 3-4 normed observations for all staff members
- Administrators will provide oral and written feedback within two to three days of classroom visits
- Administrators will develop a schedule for walkthroughs
- Faculty and/or grade conference agendas will address components of Charlotte Danielson Framework
- Feedback will provide teachers with next steps or an individual professional development plan in a particular component

Strategies to increase parental involvement

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*
 - 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.
 - 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

Strategies for attracting Highly Qualified Teachers (HQT)

- *Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.*

Principal, assistant principal, and teachers attend workshops provided by the Network. Staff members turn-key information during grade conferences, common planning periods, Inquiry sessions 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. Highly qualified teachers are recruited through recommendations and open posted vacancies which are reviewed by a personnel committee.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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 and The Margaret Tietz Center for Nursing Care

- **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**
- **Peer Mediation**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL NYSTL Textbooks, Hardware, Software: I-Pads (\$1620)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- *Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.*

To improve student achievement and teacher effectiveness by providing professional learning experiences for teachers in developing and administering rigorous literacy tasks and rubrics aligned with the CCLS. By June 2012, 100% of teachers in K-5 and middle school ELA teachers, working in collaborative Inquiry Teams, will create and implement at least one rigorous task in literacy aligned to the CCLS and analyze student work products for the purpose of effective lesson planning and delivery of instruction. As a result, 60% of students assessed will show mastery of the objectives encompassed by the task.

Comprehensive needs assessment

- In order for the school to be ready to be apace with the timeline for complete alignment with CCLS, it must spend this year creating/administering tasks embedded in a rigorous curriculum.

Instructional strategies/activities

- *Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:*
 - a) strategies/activities that encompass the needs of identified student subgroups,*
 - b) staff and other resources used to implement these strategies/activities,*
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
 - d) timeline for implementation.*
- Teachers will be provided with professional development on the implementation of performance tasks aligned with CCLS
- Teachers will begin looking at student work in the fall from the school year 2010-2011 and compare the work to the CCLS
- Teachers will analyze the CCLS to see what students were expected to achieve in the previous grade compared to their current grade expectations
- Teachers will analyze sample ELA tasks/bundles provided by the NYC DOE to develop their own unit aligned with the CCLS
- During Inquiry Team meetings, teachers will work in vertical grade teams and/or subject area teams to develop units with embedded tasks aligned to the CCLS
- Beginning in the winter 2011, teachers will begin implementing the CCLS aligned units
- Teachers will update their curriculum maps throughout the year to align to the CCLS and differentiate instruction using Depth of Knowledge
- Inquiry Teams will analyze student work and lessons to make necessary changes for future implementation of tasks
- The Core Inquiry Team , consisting of administration and selected teachers, will support the school's inquiry teams

- **Select Core members will serve as liaisons to Inquiry Teams and report team's findings and progress on a weekly basis**
- **Select Core Inquiry members will be responsible for reporting the progress of the vertical/subject area teams to the Core Inquiry team**
- **Teachers will be responsible for keeping data on students results on the culminating task in the unit**
- **Units will include tasks, sample student work, lessons, activities, rubrics**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **PS/MS 200 will 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**
 - **PS/MS 200 will 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;**
 - **PS/MS 200 will 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**
 - **School will work collaboratively with PTA to host a Family Literacy Night in November, Barnes and Nobles Night in December and International Night in December**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Principal, assistant principal, and teachers attend workshops provided by the Network. Staff members turn-key information during grade conferences, common planning periods, Inquiry sessions 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. Highly qualified teachers are recruited through recommendations and open posted vacancies which are reviewed by a personnel committee.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

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- **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**
- **Peer Mediation**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ARRA RTTT Citywide Instructional Expectations: Core Inquiry Team (\$3700), Supervisor Inquiry Team (\$800)

ARRA RTTT Data Specialist (\$2,215)

Tax Levy Fair Student Funding: Mineolta Copy Machine (\$5,142), Supplies (approx. \$500)

TL NYSTL Textbooks, Hardware, Software: Supervisor I-Pads (\$1620), Inquiry Team I-Pads (approx. \$4,000)

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- *Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.*

To improve student achievement and teacher effectiveness by providing professional learning experiences for teachers in developing and administering rigorous mathematics tasks and rubrics aligned with the CCLS. By June 2012, 100% of teachers in K-5 and middle school math teachers, working in collaborative Inquiry Teams, will create and implement at least one rigorous task in mathematics aligned to the CCLS and analyze student work products for the purpose of effective lesson planning and delivery of instruction. As a result, 60% of students assessed will show mastery of the objectives encompassed by the task.

Comprehensive needs assessment

- In order for the school to be ready to be apace with the timeline for complete alignment with CCLS, it must spend this year creating/administering tasks rigorous enough to bring students levels up.

Instructional strategies/activities

- *Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:*
 - a) strategies/activities that encompass the needs of identified student subgroups,*
 - b) staff and other resources used to implement these strategies/activities,*
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
 - d) timeline for implementation.*
- Teachers will be provided with professional development on the implementation of performance tasks aligned to the CCLS
- Assistant principal turnkey CFN math workshop information during grade, faculty conferences, or during Inquiry sessions
- Teachers will analyze sample tasks/bundles provided by the NYCDOE to develop their own unit aligned to the CCLS
- Teachers in K-8 will create math curriculum maps that are aligned to the CCLS
- During Inquiry Team meetings, teachers will work in vertical grade teams to develop math units with embedded tasks aligned to the CCLS
- Teachers will implement the CCLS aligned math units
- Teachers will analyze student work and lessons to make necessary changes for future implementation of tasks
- The Core Inquiry Team, consisting of administration and selected teachers, will support the school's teams
- Select members will serve as liaisons to Inquiry Teams and report team's findings and progress on a weekly basis

- Teachers will develop rigorous math tasks embedded in a rigorous curriculum aligned to the CCLS
- Teachers will use rubrics aligned with CCLS to assess student work

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- PS/MS 200 will 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
- PS/MS 200 will 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;
- PS/MS 200 will 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
- School will work collaboratively with PTA to host a Family Literacy Night in November, Barnes and Nobles Night in December and International Night in December

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

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- **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**
- **Peer Mediation**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ARRA RTTT Citywide Instructional Expectations: Core Inquiry Team (\$3700), Supervisor Inquiry Team (\$800)

ARRA RTTT Data Specialist (\$2,215)

Tax Levy Fair Student Funding: Mineolta Copy Machine (\$5,142), Supplies (approx. \$500)

TL NYSTL Textbooks, Hardware, Software: Supervisor I-Pads (\$1620), Inquiry Team I-Pads (approx. \$4,000)

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- *Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.*

To improve student achievement and teacher effectiveness by differentiating instruction in mathematics.

By June 2011, 100% of classroom teachers and teachers of mathematics will consistently reflect on assessment practices by conducting ongoing student checks for understanding and guided groups daily and one enrichment group weekly during mathematics workshops to make instructional adjustments to meet all students' learning needs. As a result, the performance of students on level will increase from 57.1% in 2011 to 60% in 2012 on the NYS Math exam.

Comprehensive needs assessment

- **From 2010 to 2011, the school, overall, saw no change in the percentage of students achieving a level 4 in Mathematics. However, in grades 3 and 7, the drop in percentage of students achieving a level 4 was 17 and 11, respectively. Additionally, the school saw an overall increase in 4% in the number of level 3s, but a 5% increase in the number of level 2s. It is understood that not only does to the school need to continue to work with its lower performing students, it needs to challenge it higher performing students as well.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Targeted students will be identified at the beginning of the school year based on a pre-test (K-3) or the NYS Mathematics Exam (4-8)**
- **Teachers will use the Vygotsky method to conduct their targeted guided groups**
- **New staff members will receive professional development in how to use the Vygotsky method to conduct guided groups**
- **Administrators will schedule walkthroughs to observe model lessons that incorporate guided groups**
- **Exemplary teachers will be identified and their classrooms will be designated as lab sites for interclass visits**

- Teachers will create fluid groups with a range of enrichment activities to challenge students who are on or above grade level
- Enrichment guided math groups will focus on higher level performance tasks that require extensive critical thinking skills
- Teachers will maintain guided group logs to monitor student progress toward meeting short and long term math goals
- Administrators will conduct walkthroughs to observe guided groups in progress
- Teachers will use a variety of assessments to identify students for guided groups including periodic assessments, classroom assessments, exit slips and classwork
- Teacher maintained guided group logs reflecting groups for targeted and enrichment students
- Teachers will submit a copy of their targeted students to the Principal

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **PS/MS 200 will support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills**
 - **PS/MS 200 has 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.**
 - ❖ **PS/MS 200 will arrange additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Principal, assistant principal, and teachers attend workshops provided by the Network. Staff members turn-key information during grade conferences, common planning periods, Inquiry sessions 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. Highly qualified teachers are recruited through recommendations and open posted vacancies which are reviewed by a personnel committee.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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 and The Margaret Tietz Center for Nursing Care

- **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**
- **Peer Mediation**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Tax Levy Fair Student Funding: Mineolta Copy Machine (\$5,142), Test Prep Per Session (approx \$13,000), supplies (approx. \$500)
ARRA RTTT Citywide Instructional Expectations: Core Inquiry Team (\$3700), Supervisor Inquiry Team (\$800)
ARRA RTTT Data Specialist (\$2,215)**

10	n/a						
11	n/a						
12	n/a						

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<ul style="list-style-type: none"> ▪ ELA 	<ul style="list-style-type: none"> ❖ Extended day 50 Minutes 2 x a week ❖ Learning Leaders Work with at risk students as needed ❖ Small group instruction throughout the day in reading, writing and math ❖ One to one tutoring throughout the day ❖ Peer tutoring ❖ Flexible groupings ❖ Test Prep selected Saturdays
<ul style="list-style-type: none"> ▪ Mathematics 	<ul style="list-style-type: none"> ❖ Extended Day 50 Minutes 2 x a week ❖ Small group instruction throughout the day in math guided groups ❖ One-to-one tutoring throughout the day ❖ Peer tutoring ❖ Flexible grouping ❖ Test Prep on selected Saturdays
<ul style="list-style-type: none"> ▪ Science 	<ul style="list-style-type: none"> ❖ Small group instruction throughout the day in classrooms and science labs ❖ One to one tutoring throughout the day ❖ Peer tutoring

	<ul style="list-style-type: none"> ❖ Flexible groupings
<ul style="list-style-type: none"> ▪ Social Studies 	<ul style="list-style-type: none"> ❖ Small group instruction throughout the day ❖ One to one tutoring throughout the day ❖ Peer tutoring ❖ Flexible groupings
<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ At-risk Services provided by the School Psychologist 	<ul style="list-style-type: none"> ❖ Works with students as needed
<ul style="list-style-type: none"> ▪ At-risk Services provided by the Social Worker 	<ul style="list-style-type: none"> ❖ Support services throughout the year as needed
<ul style="list-style-type: none"> ▪ 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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

2011-12

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader C. Amundsen G. Goldenback	District 25	Borough Queens	School Number 200
School Name Pomonok			

B. Language Allocation Policy Team Composition [i](#)

Principal Farah McKenna	Assistant Principal Marc Caputo
Coach N/A	Coach N/A
ESL Teacher Esther Huh	Guidance Counselor Angela Loscalzo
Teacher/Subject Area Diana Blake/ General Ed.	Parent Mary Knox

Teacher/Subject Area	Parent Coordinator Eileen Rothowski
Related Service Provider Adrienne Rosenfeld	Other
Network Leader Diane Foley	Other

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	495	Total Number of ELLs	31	ELLs as share of total student population (%)	6.26%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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 31 ELLs and no bilingual program at our school. There are currently 0 SIFE, 8 special education, 6 receiving services 4-6 years, 2 long-term, and 11 newcomer ELLs. The languages spoken by the PS/MS 200 ELLs, are as follows:

12 Spanish, 8 Chinese, 3 Tagalog, 2 Russian, 3 Pashto, 1 Bengali, 1 Korean, 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. Our teachers, Ms. Ng, who speaks Chinese, Ms. Huh, who speaks Korean, Ms. Benanti and Ms. Valle, who speak Spanish are the pedagogues who assist parents with their HLIS form and conduct an informal interview. The students' home language code is determined based upon the assessment of information collected from the parents on the Home Language Survey, in conjunction with an informal interview with the family. Based upon the responses on the HLIS form, the students are administered the LAB-R by an ESL certified teacher, to see how proficient they are in English. After calculating the results of the LAB-R, if the student is below the cut off score, he or she is then officially identified as an English Language Learner. Eligible ELL's are administered the LAB-R in English and Spanish. Spanish LAB is given when appropriately needed for Spanish speakers. The results of the Spanish LAB allow the ESL teacher to determine whether the students are literate in their native language. Then the ELL students are placed in groups based upon their grade level, proficiency level, and the allotted time required for either beginner, intermediate, or advanced levels.

When a new student is identified as an English Language Learner at PS/MS 200, their parents are sent a notice in their home language inviting them to attend a Parent Orientation. Materials are provided in the parents' home language. Entitlement letters are sent out to all parents in their native language. At this time parents view the Orientation Video for Parents of Newly Enrolled English Language Learners, which comes in many languages and explains the various program options available. Parents are informed of the three program choices and have the opportunity to ask for clarification.

The three programs are: 1. Transitional Bilingual Education, 2. Dual Language, 3. Freestanding ESL

A state licensed ESL teacher speak with the parents about the various program options, answer questions, and explain and clarify the program choices. The Parent Survey and Program Selection Forms are handed out during the orientation meeting, and parents are given

the option to select one of the three programs. This meeting is held in September and repeated throughout the school year as incoming ELL's enter the program. The parent survey and Program Selection forms are carefully reviewed, and based upon the responses from the parents, children are placed in the program of parental choice. If a parent opts for a bilingual program, we explain the necessary requirements for the opening of such, and keep a running log of their names and numbers for potential future need. If a parent opts for a dual language program, we assist them in locating a nearby school with that program. Our goal is to place each ELL child in the program of parental choice. 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.

At this time, we also explain annual evaluation ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). Test results are then used to aid in determining the students' placements in the ESL program for the following school year. Results are also used to facilitate changes in allotted times of ESL instruction based upon each student's proficiency level. We send home continued entitlement letters in the ELL's native language and English. All copies of letters and survey forms are kept on file.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs)</p> <p>Check all that apply</p>	<p>K* 1* 2* 3* 4* 5*</p> <p>6* 7* 8* 9● 10● 11● 12●</p>
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This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	5	3	2	5	2	5	3	2					31
Total	4	5	3	2	5	2	5	3	2	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	6	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	23		1	6		5	2		2	31

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
Total	23	0	1	6	0	5	2	0	2	31
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

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
Other														0
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	2		2	1	2		1					12
Chinese	2	1	1		1		1	2						8
Russian							1		1					2
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean					1									1
Punjabi														0
Polish														0
Albanian														0
Other	1			2	1	1	1	1						7
TOTAL	4	5	3	2	5	2	5	3	2	0	0	0	0	31

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 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, depth of knowledge, 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.

A. Programming and Scheduling Information

We don't have Native language classes for ELLs but they do take the State Native Examinations to exceed State and City Standards. Native language support is delivered through dictionaries, oral and written translations.

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. Our SIFE students receive extended instructional time in our after-school Title III program. At the present time our school does not have any SIFE students in our ESL program.

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, Lexia Reading and 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. 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. They are offered to participate in our Title III After-School program which is specifically for English Language Learners, and they are offered extended day assistance as well. Instruction for students in this category focuses on refining grammar, reading comprehension, and becoming better writers.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes

- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

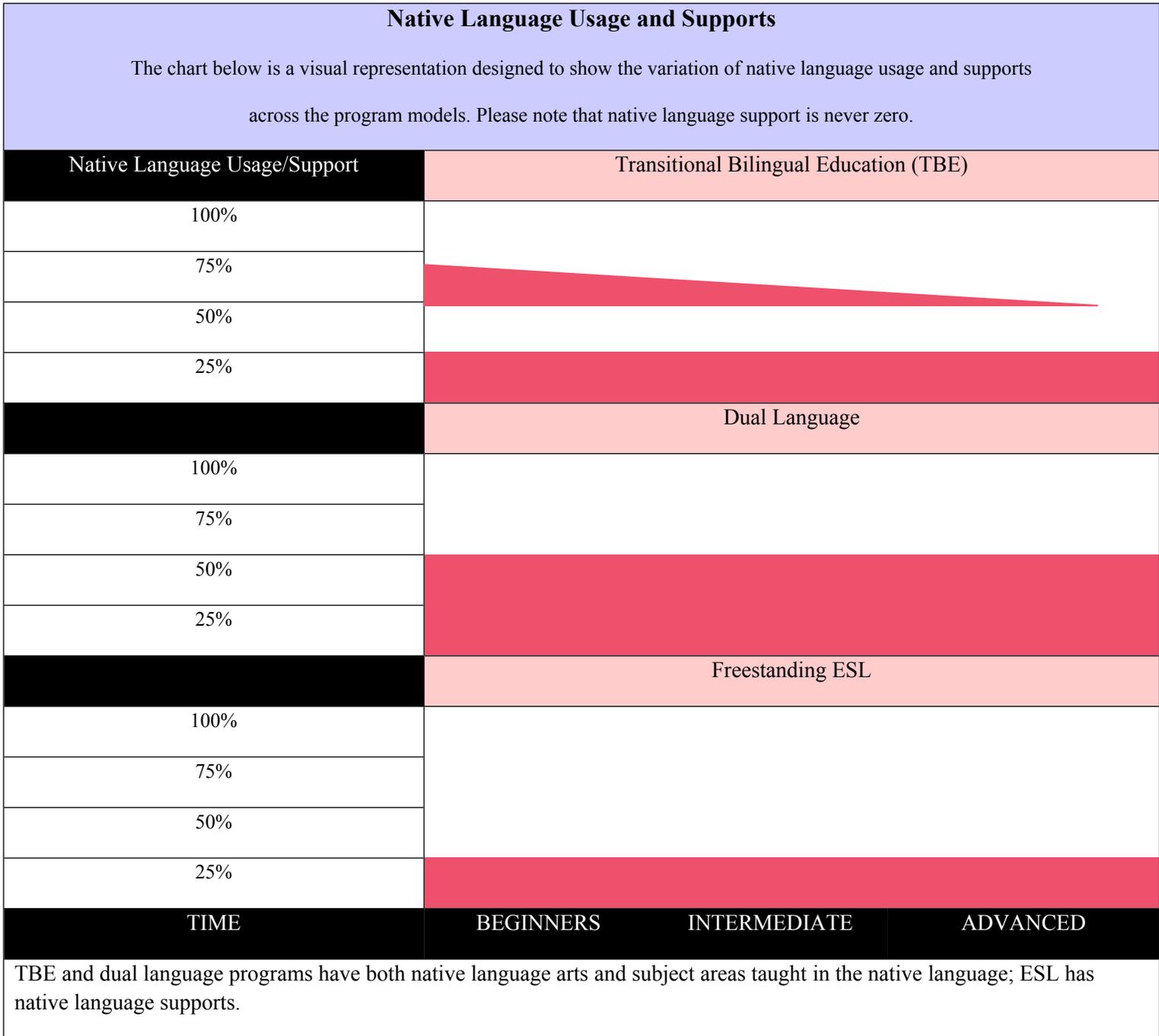
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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			180 minutes

under CR Part 154			per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 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 teachers 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, Speech, Guidance, SETSS, Saturday Test Prep and Extended Day services provided for ELL students.

Our plan for continuing support for transitional students who reach proficiency on the NYSESLAT includes following the state mandate of allowing these students to continue receiving the same testing modifications they received as ELL's for up to two years after passing the NYSESLAT. Students who've recently tested out of our ESL program work with our teachers in a small group setting. The student's matched specific area of academic need and, work on reading and writing skills. When possible, these students also meet as a transitional group in which instruction is tailored to their needs. There is ongoing planning and articulation between the classroom teachers and the ESL Provider to ensure that instruction is congruent. 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 continue after school program for Title III. We will have classic book reading club and technology club. Title III program that was offered last year was very successful. We want to continue with this program. In addition we will provide snacks to students.

All ELL's have equal access to all programs, we offer supplemental services to ELL's after school. There is a Title III after-school program which offers students the opportunity to incorporate Lexia Technology Reading, drama and non-fiction and fiction books to reinforce academic vocabulary and depth of knowledge. Students meet twice a week. English Language Learners are able to attend our Lunch Time Intervention by volunteer teachers, which includes additional instruction that supplements regular classroom and ESL instruction. We also offer Extended-Day instruction for our ELL's.

B. Programming and Scheduling Information--Continued

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Paste response to questions 8-17 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 teachers 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, Speech, Guidance, SETSS, Saturday Test Prep and Extended Day services provided for ELL students.

Our plan for continuing support for transitional students who reach proficiency on the NYSESLAT includes following the state mandate of allowing these students to continue receiving the same testing modifications they received as ELL's for up to two years after passing the NYSESLAT. Students who've recently tested out of our ESL program work with our teachers in a small group setting. The student's matched specific area of academic need and, work on reading and writing skills. When possible, these students also meet as a transitional group in which instruction is tailored to their needs. There is ongoing planning and articulation between the classroom teachers and the ESL Provider to ensure that instruction is congruent. 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 continue after school program for Title III. We will have classic book reading club and technology club. Title III program that was offered last year was very successful. We want to continue with this program. In addition we will provide snacks to students.

All ELL's have equal access to all programs, we offer supplemental services to ELL's after school. There is a Title III after-school program which offers students the opportunity to incorporate Lexia Technology Reading, drama and non-fiction and fiction books to reinforce academic vocabulary and depth of knowledge. Students meet twice a week. English Language Learners are able to attend our Lunch Time Intervention by volunteer teachers, which includes additional instruction that supplements regular classroom and ESL instruction. We also offer Extended-Day instruction for our ELL's.

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

ESL Professional Development is available to all personnel along with the opportunity to turnkey to their peers. ESL teachers and staff members can attend monthly Professional Development Workshops. The professional development plan for ELL personnel at our school is to attend professional workshops, out of the building usually given by the Bureau of Education & Research and Office of English Language Learners which are then turn keyed to the staff during monthly faculty and grade conferences. Presentations at staff development conferences are given to all staff as needed. These meetings support both classroom teachers and paras by giving them ESL strategies for their ELL's while helping the staff who need, meet the mandated 7.5 hours of ELL training as per Jose P. Teachers maintain their own record of requirement hours, and a copy is kept in their respective teacher's file. At the current time, we do not have paraprofessionals working with our ESL population.

Teachers also attend ESL workshops at network where they learn about the latest research to support our ELL's. Some of this year's in house workshops include; September 7, 2011-Depth of Knowledge and October 7, 2011-Math and Thinking Maps. Some of Professional Development Dates include September 19, 2011-Maryann Cucchiara's Presentation/ Common Core to Life for ELLs, October 14, 2011-ELL Technical Assistance, November 4, 2011- Distinguishing Between Language Acquisitions and Learning Disabilities, November 8, 2011-ELL Content Area Conversation, February 7, 2012- Reading & Writing Early Intervention. Additional professional development dates are offered to staff as network and other opportunities arise.

The ESL teacher attends PPT, faculty and grade conferences and participates in ongoing consultations with classroom and the Special Education staff about how to utilize ESL strategies, as well as to receive feedback from the 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, depth of knowledge, using smarter strategies, reviewing the grade monthly curriculum maps, implementing multi- sensory approaches to learning. The ESL teacher attends IEP conferences as needed and offers input on students' IEPs. In addition, we 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.

D. Professional Development and Support for School Staff

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

When ELL's while helping the staff who need, meet the mandated 7.5 hours of ELL training as per 305.1. Teachers maintain their own record of requirement hours, and a copy is kept in their respective teacher's file. At the current time, we do not have paraprofessionals working with our ESL population.

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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?

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We encourage parents to participate and become actively involved in their child's learning processes and academic life. To this end, both classroom teachers and ESL teacher coordinate activities throughout the school year to ensure parental involvement. Parents are invited to attend our "Literacy Night" This gives parents a chance to become familiar with the school environment and meet their child's teacher in an informal setting. Parents are also invited to attend our "Open School" week during which parents are able to observe and participate in their child's learning both in the ESL class and in his/her regular class. In addition parents are invited and encouraged to attend monthly class performance, trips, special lessons, and most importantly, Parent-Teacher conferences during which they can discuss their child's progress. Parents will be invited to a culminating activity in which their children present their work from our After School Title III Program as well. Volunteer translators are present at these events to further enhance communication with parents of ELL's. We have four Bilingual Paraprofessionals and they support all teachers with the core curriculum. In addition we 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.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	3				1								5
Intermediate(I)	2	2	1		3		1	2	1					12
Advanced (A)	1		2	2	2	1	4	1	1					14
Total	4	5	3	2	5	2	5	3	2	0	0	0	0	31

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?

NYS ELA

Additional Information

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

Paste additional information here

7		1	2		3
8					0
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			2		2	1			5
4	2		1				1		4
5			4		1	1		2	8
6			1					2	3
7			1	1			1	1	4
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		2				4
8				1					1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: Pomonok

School DBN: 25Q200

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Farrah McKenna	Principal		
Marc Caputo	Assistant Principal		
Eileen Rothowski	Parent Coordinator		
Esther Huh	ESL Teacher		
Mary Knox	Parent		
Diana Blake	Teacher/Subject Area		
Adrienne Rosenfeld	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Angela Loscalzo	Guidance Counselor		
Diane Foley	Network Leader		
	Other		

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School DBN: 25Q200

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25q200

School Name: PS/MS 200Q

Cluster: 2

Network: 204

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, ELL teacher 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 will be 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. Report cards are also sent out in various languages. Important documents are also stamped in numerous languages informing families that it is important for the document to be translated.

When necessary, students provide support for each other in class and assist in translating.

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Pomonok	DBN: 25Q200
Cluster Leader: Charles Amundsen	Network Leader: Diane Foley
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 19 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" 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 checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Twice a week, we will offer 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 manipulative, audio-visual materials, and computer technology skills. 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 Peter Pan, A Christmas Carol, Around the World in Eighty Days, Moby Dick, King Lear and American Short Stories. Through reading great classics representative of variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own. The students will also perform short plays for each novel. Drama presentation will help them to recall information, relate to the novels' characters in realistic, alive and meaningful ways to express their comprehension. A general education fifth grade teacher possessing Common Branch license will work collaboratively with an ESL teacher in building and enriching students language, speaking and listening skills through drama presentation. The general education and the ESL teachers will work with students one-on-one and in small groups engaging students in discussion around common themes. Students will read short plays and engage in collaborative discussions and produce a culminating performance based on plays that have been read in groups. They will team teach for the students' performances. In addition, we will read Elizabeth Claire's Easy English News to peruse interesting current events and other non-fiction articles. Lastly, we will use the Lexia Reading Software Program to help students enhance their reading skills through the use of technology. We have 19 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. 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 Common Core standards. The schedule will be as follows:

Part B: Direct Instruction Supplemental Program Information

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

Starting Date: Thursday, November 17, 2011

Ending Date: Friday, June 22, 2012

Place: School Library & 214A

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

Part C: Professional Development

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

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

Begin description here:

ESL Professional Development is available to all personnel along with the opportunity to turnkey to their peers. 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 and Common Core State Standards using appropriate strategies, reviewing the monthly grade curriculum maps and implementing multi-sensory approaches to learning. In addition, we will have articulation meetings with ESL teacher and class/ subject teachers twice a year. During this time, we 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.

Professional Development Workshops to be attended:

September 19, 2011- Maryann Cucchiara's Presentation/ Common Core to Life for ELLs

October 14, 2011- ELL Technical Assistance (Office of English Language Learners)

November 4, 2011- Distinguishing Between Language Acquisitions and Learning Disabilities

November 8, 2011- ELL Content Area Conversation

January 12 & 23, 2012- Pearson/ America's Choice (CFN 204)

February 7, 2012- Reading & Writing Early Intervention (Bureau of Education & Reserch)

February 3 & 27, 2012- Pearson/ America's Choice (CFN 204)

Part C: Professional Development

March 23, 2012- Pearson/ America's Choice (CFN 204)

April 2012 - To be determined

May 2012 - To be determined

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

ESL and other teachers conduct informal interview in native language and English based on the Home Language Questionnaire. When student is entitled for the ESL program The ESL teacher (Ms. Huh) invites the parents for an orientation meeting. During this time we inform the parents about the programs and choices they can select for their children.

We also welcome parents to join our school trips that align with the grade curriculums. We will invite parents to drama performance of novels students are learning and will receive native translated letters to inform them to the meetings and celebrate with their children. Open school week, parent-teacher conferences and PTA meetings allow the parents to see how their children are progressing academically. In addition, Parents and students are welcome to use electronic or regular native language dictionaries and books.

Parental Involvement Meetings:

September 27, 2011- ELL Parent Orientation Meeting (as needed)

September 19-21, 2011- Open School Week (as needed)

November 15, 2011- Parent Teacher Conference

November 29, 2011- ESL Trip: Historic Richmond Town

December 1, 2011- ESL Trip: Queens County Farm

December 20, 2011- ESL Trip: The Botanical Garden

January 25, 2012- ESL Trip: Flushing Town Hall

March 21, 2012- ESL Trip: Flushing Town Hall

Part D: Parental Engagement Activities

March 2012- Parent Teacher Conference (to be announced)

June 2012- Drama Presentations (to be announced)

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$5807 \$335 \$602 Total= \$6744	*116 hours of per session for ESL teacher to support ELL Students: 116 hours x \$50.06 *2 days of sub teacher for articulation meetings *12 hours of per session for a content teacher to support team teach: 12 hours x \$50.06
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$0 \$ 215	*Snacks for the ELL After School Program * ESL teacher attends Professional Development; Powerful Early Intervention Strategies to Help Students Struggling with Reading and Writing (Bureau of Education & Reserch)
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1433	Parent Meeting Refreshment, Thanksgiving, December Seasonal Celebration, Chinese New Year & additional celebrations to be determined, trip tolls & classroom supplies (markers, pencils, papers, etc.) Color ink for printer to print: classroom instructional visuals, pictures that match vocabulary, students' writing work

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$3000 Total=\$4433	Books: Easy English News, NYSESLAT, Vocabulary ,Grammar, Bilingual Stories, Reader's Theater Content/Subject, DVDs to support Classics & Compass Classic Readers
Educational Software (Object Code 199)		
Travel	\$607	*Trips for students and two parents: 11/29- Historic Richnond Town, 12/1- Queens County Farm, 12/20- Botanical Garden, 1/25 & 3/21- Flushing Town Hall
Other		?
TOTAL	\$11,200	