



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

DBN: 25Q200

PRINCIPAL: FARRAH MCKENNA

EMAIL: [FMCKENNA@SCHOOLS.NYC.GOV](mailto:FMCKENNA@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DANIELLE DIMANGO

## 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	
Barbara Papalexis	Member/Teacher	
Christine Wittig	Member/Teacher	
Dina Shmuel	Member/Teacher	
Mary Knox	Member/Parent	
Diane Coppeta	Member/Parent	
Madelyn Dougherty	Member/Parent	
Elvira Lopez	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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**

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

**By June 2013, the Principal and Assistant Principal will conduct 2-3 observations, using Danielson's framework, for each classroom teacher using at least one of the DOE selected components. 60 % of untenured teachers or teachers with less than 2 years experience on the grade will show an increase in one of the components as evidenced by administrators' feedback and the rubric aligned to the Danielson Component.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**The Principal and Assistant Principal reviewed written feedback from the last round of walkthroughs last year using competency 3b. It was determined that we would continue to work on questioning techniques to improve teacher practices and student performance. Additionally, competencies were added to better support teachers in determining next steps.**

### **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) key personnel 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.
- **Administrators will conduct short, frequent cycles of classroom observation using the Danielson Framework.**
- **In September 2012, all teachers reviewed the Citywide Instructional Expectations. Teachers were informed of the 3 selected competencies the NYC DOE suggested to focus on for the 2012-2013 school year.**
- **In September 2012, teachers were informed that the school will begin the school year focusing on component 3b.**
- **In September 2012, teachers received a template to create their first professional goals. Professional goals are to be developed based on last year's feedback from the Questioning walkthrough (3b).**
- **New Teachers were to be introduced to each walkthrough framework prior to administrators conducting the walkthroughs**
- **Throughout the school year, administrators will focus on at least 1 of the 3 components the DOE has highlighted.**
- **School administrators develop schedule observations throughout the year to ensure 2-3 cycles of normed observations are conducted.**
- **Written feedback will provide teachers with next steps or an individual professional development plan in a particular component. The components are:**
  - **Designing coherent instruction (1e)**
  - **Using questioning and discussion techniques (3b)**
  - **Using assessment in instruction (3d) of the Charlotte Danielson rubric to provide meaningful feedback.**
- **Faculty and/or grade conference agendas will address components of Danielson rubrics**
- **Feedback will provide teachers with next steps or an individual professional development plan in a particular component**

- Faculty and/or grade conference agendas will address components of Danielson rubrics.
- An observation schedule will be developed for each cycle.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**The Principal will discuss with parents how the school is supporting teacher development to ensure their instruction is Common Core aligned. This will take place during a “Coffee and Conversation with the Principal” meeting. Parents will be introduced to Charlotte Danielson’s *Framework for Teaching* and the competencies the school is focusing on.**

**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Fair Student Funding:**

**\$34,000 allocated to Network**

**Tax Levy Fair Student Funding:**

**Mineolta Copy Machine (\$5,142)**

**Supplies (approx. \$500)**

**Principal and Assistant Principal Salary**

## **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.

**By June 2013, 100% of students in K-8 will experience at least 2 CCLS aligned math units. At least one of the units will be aligned to the NYC DOE Citywide Instructional Expectations selected standards. Working in collaborative Inquiry Teams, teachers will develop 2 units or develop one unit and revise an existing unit. 50 % of the students on grades 7 and 8 will show an overall increase as evidenced by pre and post assessments.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**In continuing to review our curriculum maps and units, it was determined that we need to further align our instruction and assessments to the Common Core Learning Standards in mathematics. Additionally, after reviewing the New York State 2012 Mathematics scores, we determined there is a need to focus on grades 7 and 8 to improve student performance and progress. The current 7<sup>th</sup> grade became a focus because they showed a decrease of approximately 5% from 5<sup>th</sup> to 6<sup>th</sup> grade in proficiency rating. It was decided to focus on the 8<sup>th</sup> grade, because last year's grade 8 students decreased in overall proficiency by 4%.**

### **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) key personnel 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 September 2012 Faculty Conference, the Principal reviewed the Citywide Instructional Expectations for the 2012-2013 school year.
- In September 2012, the Assistant Principal turn-keyed information from the Network summer workshops and provided teachers with professional development focused on content emphases, differences in the types of questions students will now see on the NYS exams, implications for teaching and learning and assessing the state of math instruction in our school building.
- During the September 2012 grade conference, a staff member provided professional development on how to access common core aligned lesson plans and sample questions on various websites.
- One of the two units must align to the key mathematics standards outlined in the Citywide Instructional Expectations.
- In October 2012, the Network Mathematics Staff Developer, Paul Perskin, provided professional development to the teachers of grades 1-3 on Internet resources available to align to Common Core units of study.
- Throughout the year, teachers will modify the CCLS units they created last year based on their inquiry work and/or the feedback they received from administration.
- Teachers in K-8 will revise math curriculum maps when necessary to more fully align 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 analyze student work and lessons to make necessary changes for future implementation of units
- Teachers display student math work aligned to math 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
- Teachers will implement 2 rigorous math units aligned to the CCLS
- Teachers will use rubrics aligned with CCLS to assess student work
- 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 monitoring the progress of students using a variety of assessments, i.e., exit slips, exams, reflections, instructional tasks, etc.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- In the beginning of the school year, parents are invited to, "Meet the Teacher" sessions. During these sessions, classroom teachers discuss with parents the instructional expectations for the year, as well as curriculum expectations.
- The Principal holds monthly coffee and conversation meetings with parents. During these sessions, the Principal is able to share information about the CCLS and parents have the opportunity to ask questions about what their child is learning.
- The 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 who serves as a liaison between the school and families. The Parent Coordinator provides 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.
- The School will encourage meaningful parent participation on School Leadership Team and Parent Association (or Parent-Teacher Association)
- The School will work collaboratively with PTA to host a Family Literacy Night in November, Multi-Cultural Night in December and Curriculum Night in January
- Parents are invited to take part in the Learning Leaders Training and Program

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

ARRA RTTT Funding

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**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)**  
**Fair Student Funding - \$34,000 allocated to Network**

### **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.

**By June 2013, 100% of students in K-5 will experience at least 2 CCLS units of study aligned to ELA, social studies and/or science. In addition, 100% of students in grades 6-8 will experience 6 CCLS units: 2 in ELA, 2 in science and 2 in social studies. At least one of each subjects' units will be aligned to the Citywide Instructional Expectations selected standards. Working in collaborative Inquiry Teams, teachers will develop these units or revise existing units. On grade 5, 60% of students will show an overall increase from the pre to post assessments for both ELA units as evidenced by a rubric.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**In continuing to review our curriculum maps and units, it was determined that we need to further align our instruction and assessments to the Common Core Learning Standards in mathematics. Additionally, after reviewing the New York State 2012 English Language Arts scores, we determined there is a need to focus on grade 5 to improve student performance and progress. Grade 5 students had shown a 7% decrease in overall proficiency rating from grade 3 to grade 4.**

#### **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) key personnel 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.
- **At the September 2012 Faculty, conference the Principal reviewed the Citywide Instructional Expectations for the 2012-2013 school year.**
- **In September 2012, a staff member provided professional developing by turn-keying information from the Network Summer workshops. Topics that were covered included were the Socratic Method and delving deeper into the CCLS**
- **Throughout the year, teachers will modify the CCLS units they created last year based on their inquiry work and/or the feedback they received from administration.**
- **In K-5, teachers will align at least one unit to focus on the key standards outlined in the Citywide Instructional Expectations.**
- **Teachers will implement 2 rigorous literacy units aligned to the CCLS**
- **In 6-8, teachers ELA, science and social studies, must align one of their two units of study to the key standards outlined in the Citywide Instructional Expectations**
- **During Inquiry Team meetings, teachers will work in vertical grade teams and/or subject area teams to develop and or modify current units with embedded tasks aligned to the CCLS**
- **Teachers will update their curriculum maps throughout the year to align to the CCLS and use the Depth of Knowledge (DOK) to create rigorous questions and/or tasks embedded in the unit.**
- **Inquiry teams will analyze student work and lessons to make necessary changes for future implementation of units**
- **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**

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **In the beginning of the school year, parents are invited to, “Meet the Teacher” sessions. During these sessions, classroom teachers discuss with parents the instructional expectations for the year, as well as curriculum expectations.**
- **The Principal holds monthly coffee and conversation meetings with parents. During these sessions, the Principal is able to share information about the CCLS and parents have the opportunity to ask questions about what their child is learning.**
- **The 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 that serves as a liaison between the school and families. The Parent Coordinator provides 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.**
- **The School will encourage meaningful parent participation on School Leadership Team and Parent Association (or Parent-Teacher Association**
- **The School will work collaboratively with PTA to host a Family Literacy Night in November, Multi-Cultural Night in December and Curriculum Night in January**
- **Parents are invited to take part in the Learning Leaders Training and Program**

**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

ARRA RTTT Funding

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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**ARRA RTTT Data Specialist (\$2,215)**

**Tax Levy Fair Student Funding:**  
**Mineolta Copy Machine (\$5,142)**  
**Supplies (approx. \$500)**  
**Fair Student Funding - \$34,000 allocated to Network**

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>- Guided Reading</li> <li>- Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Extended day 50 minutes 2 x a week</li> <li>• Learning Leaders work with at-risk students as needed</li> <li>• Small group instruction throughout the day in reading and writing</li> <li>• One to one tutoring throughout the day</li> <li>• RTI – Select Students in Reading Grades K-5</li> <li>• Peer tutoring</li> <li>• Flexible groupings</li> <li>• Test Prep selected Saturdays – Grades 3-8</li> </ul>	During the school day and extended day
Mathematics	Guided Math	<ul style="list-style-type: none"> <li>• Extended Day 50 Minutes 2 x a week</li> <li>• Small group instruction throughout the day in math guided groups</li> <li>• One-to-one tutoring throughout the day</li> <li>• Peer tutoring</li> <li>• Flexible grouping</li> <li>• Test Prep on selected Saturdays –Grades 3-8</li> </ul>	During the school day and extended day
Science		<ul style="list-style-type: none"> <li>• Small group instruction throughout the</li> </ul>	During the school day

		<p>day in classrooms and science labs</p> <ul style="list-style-type: none"> <li>• One to one tutoring throughout the day</li> <li>• Peer tutoring</li> <li>• Flexible groupings</li> </ul>	
Social Studies		<ul style="list-style-type: none"> <li>• Small group instruction throughout the day in classrooms</li> <li>• One to one tutoring throughout the day</li> <li>• Peer tutoring</li> <li>• Flexible groupings</li> </ul>	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<ul style="list-style-type: none"> <li>• Service children not mandated but requiring service at specific times.</li> <li>• Meeting with small groups as need arises</li> <li>• Push-in as needed to intervene with problems that arise</li> </ul>	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**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.**

**New teachers are provided with mentors. The support they are given is differentiated based on their needs. In order to maintain highly qualified staff, those members are encouraged to take on lead teacher roles.**

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

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

Principal <b>Farah McKenna</b>	Assistant Principal <b>Marc Caputo</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Esther Huh</b>	Guidance Counselor <b>Angela Loscalzo</b>
Teacher/Subject Area <b>Diana Blake/ General Ed.</b>	Parent <b>Mary Knox</b>
Teacher/Subject Area	Parent Coordinator <b>Eileen Rothowski</b>
Related Service Provider <b>Adrienne Rosenfeld</b>	Other
Network Leader <b>Diane Foley</b>	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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

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

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

PS /MS 200 is a Pre-K to 8th grade school with an ESL program. We have 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 use 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

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	4	5	3	2	5	2	5	3	2					31
<b>Total</b>	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. [i](#)

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
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
Other														0
<b>TOTAL</b>	<b>0</b>													

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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
<b>TOTAL</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>

## 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. 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.

## A. Programming and Scheduling Information

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

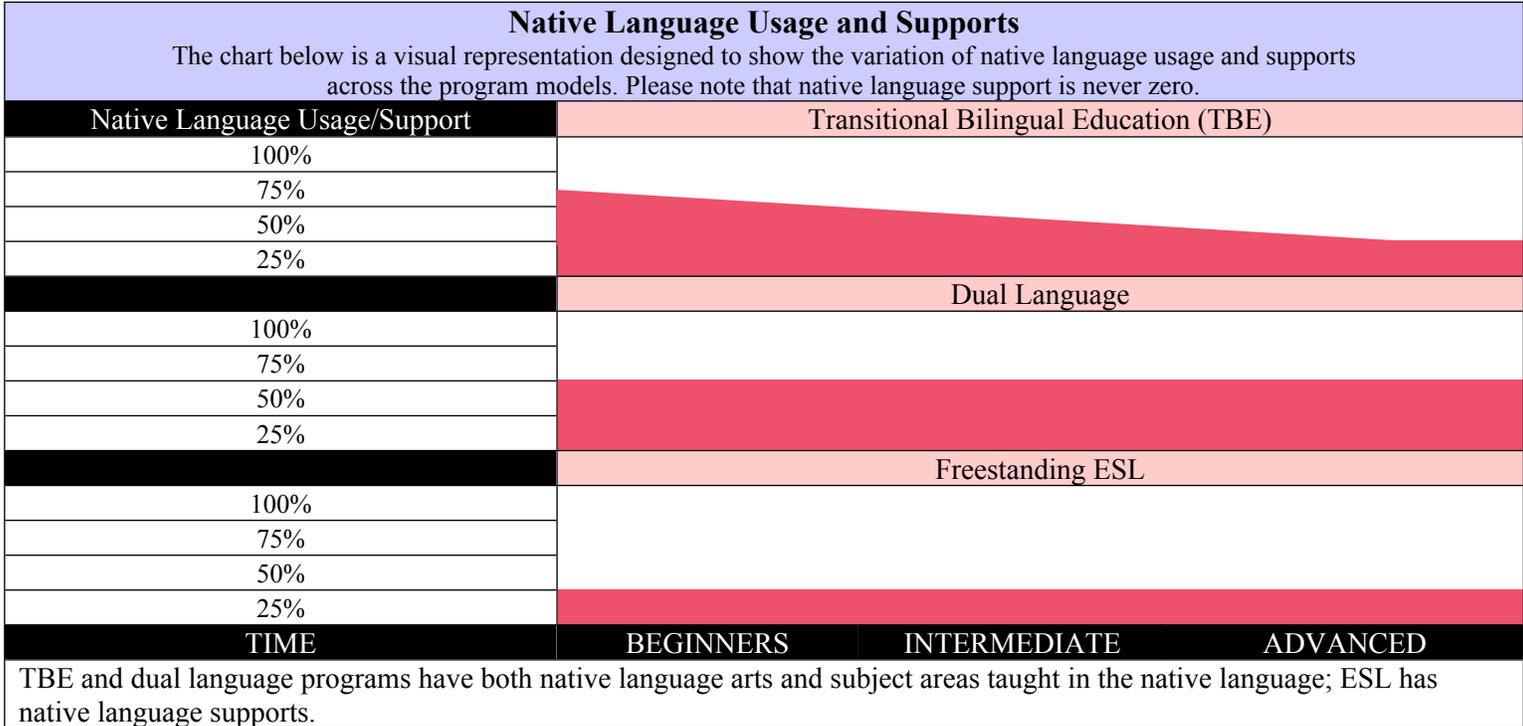
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.

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

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

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



**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here  
Not Applicable

**D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

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.

## E. Parental Involvement

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

Paste response to questions 1-4 here

We 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 environmet 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 enchance 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.

Our local bank, Amalgamated Bank presented a budgeting workshop to the parents. Silver Learning Center provided workshops to support the ELA to our grades 3-8 students. Along with needs assessments and the environmental survey, parent interviews and teacher-parent relationships are used to aid in assessing parent needs. The parent coordinator helps to organize and collect surveys. She also facilitates workshops and parent outreach. The school depends upon DOE translation services, volunteers, and staff members to provide assistance when necessary.

Among other things, parents need to know how to assist their children with their learning. To meet this necessity, parents are invite to attend workshops given by school personnel which include, but are not limited to the following: study skills, understanding grade level curriculum and expectations, homework help, moving up to the next grade, and enrichment. These all help parents in supporting their children’s educational needs. Parents of ELL’s are involved in the education of their children, are important members of our school community , and are always encouraged to be more involved.

## 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 /SPEAKING	B	1								1				
	I	1	1		3		1	2	1					
	A	3	2	2	2	2	4	1	1					
	P		3		2		1	1	2					
READING/ WRITING	B	3								1				
	I	2	2		3		1	2	1					
	A		1	2	2	2	4	1	1					
	P		3		2		1	1	2					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	1		4
4	2	2			4
5	1	4			5
6	2	1			3
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	
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				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

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

The data is highly effective for planning purposes. Beginning and Intermediate level students are taught basic decoding skills and strategies, including phonics. Vocabulary is taken from content area readings and developed through various hands-on activities. Students are also taught basic comprehension strategies such as chunking, graphic organizing, highlighting, and note-taking. We also use leveled reading books to differentiate specific needs of the student. After examining the students' above results, we saw the following pattern. Most of our students who scored Intermediate & Advanced levels on LAB/R or NYSESLAT are approaching their grade reading levels. However, the students who scored on Beginning levels on the test are also below on reading levels. Patterns noted across proficiency levels and grades reveal that our Intermediate and Advanced ELLs scored at levels 2 through 4 on the Math exam. More than three times as many ELLs scored a level 3 than did a level 2. Students who were assessed in Translated Math exams scored levels 3 and 4.

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

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

### 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

**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)
Farah 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		

**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**

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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

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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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: Despina Zaharakis	Network Leader: Diane Foley
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 19
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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 manipulatives, audio-visual materials, and computer technology skills.

Drama presentation build and enrich students language, speaking and listening 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 Charles Dickens's stories, such titles as Oliver Twist and Nicholas Nickleby. 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.

In addition, we will read Elizabeth Claire's Easy English News to peruse interesting current events and other non-fiction articles. Lastly, we will purchase the iPads and Lexia Reading Software Program to help students enhance their reading and writing 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. Articulation meetings will be held with classroom and content specific teachers in order to share students' progress. These meetings will provide differentiated activities for the teachers to incorporate into their lessons to further meet the needs of the ELL students. In addition, snacks will be provided to students. We believe the students would greatly benefit from additional small group instruction that focuses on fun and exciting activities, while creating a culturally inclusive social environment. We want the students to have a positive academic language learning experience, in a low anxiety setting. For these reasons, we selected the programs mentioned above because they incorporate reading, speaking, writing and listening skills in a stimulating way, while also being aligned with the Common Core State 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: 2nd Thursday, October

Ending Date: 3rd Friday, June

Place: School Library & 214 A

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:

October 23, 2012 ELL Liaison/Instruction Lead Meeting (CFN 204)

October 31, 2012- iPad Technology Application to increase ELL Learning K-5

(Bureau of Education & Research)

November 26, 2012- iPad Technology Application to Increase ELL Learning 6-12

(Bureau of Education & Research)

December 12, 2012- Supporting ELLs to Access Complex Texts (CFN 204)

February, 2013- Supporting ELLs to Access Complex Texts (CFN 204)

### Part C: Professional Development

March, 2013 - 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 21, 2012- ELL Parent Orientation Meeting (as needed)

September 19-21, 2012- Open School Week (as needed)

November 15, 2012- Parent Teacher Conference

November 29, 2012- ESL Trip: Jewish Heritage Museum

December 1, 2012- ESL Trip: Intrepid Museum

December 20, 2012- ESL Trip: The NY Botanical Garden

February 15, 2013- ESL Trip: Flushing Town Hall

March 21, 2013- ESL Trip: Jewish children's Museum

March 2013- Parent Teacher Conference (to be announced)

**Part D: Parental Engagement Activities**

June 2013- 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"> <li>Per session</li> <li>Per diem</li> </ul>	\$6474.51    \$335  Total= \$6809.51	*129 hours of per session for ESL teacher to support ELL Students: 129 hours x \$50.19    *2 days of sub teacher for articulation meetings
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$0  Object Code 686  \$225+225  Total= \$550	*Snacks for the ELL After School Program   * ESL teacher attends Professional Development; i Pad Technology 2 workshops to increase ELL Learning (Bureau of Education & Reserch)
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	Object Code 100  \$497	*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, thumdrives and other necessary wire connection: classroom instructional visuals, pictures that match

**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.
	Object Code 337 \$ 414.49 Total=911.49	vocabulary, students' writing work  *Books: Easy English News, Vocabulary ,Grammar, Bilingual Stories, Reader's Theater Content/Subject, DVDs to support Classics & Compass Classic Readers
Educational Software (Object Code 199)	42x3 Total=126	*Lexia Reading Program for 3 hosting fees
Travel	Object Code 400  Total=500	*Trips for students and two parents: 12/29,2012- Jewish Heritage Museum, 12/1,2012-Intrepid Museum, 12/20,2012- The NY Botanical Garden, 2/15, 2013- Flushing Town Hall, 3/21,2013-Jewish children's Museum
Other	Object Code 300  329x7 for 16 GB  Total=\$2303	*7 mini iPads for the studensts to orangnize, use application and enhance their writing and computer skills
<b>TOTAL</b>	\$11,200	