



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS/MS 200Q THE POMONOK SCHOOL & STAR ACADEMY  
**DBN (i.e. 01M001):** 25Q200  
**Principal:** KEVIN MCAULIFFE  
**Principal Email:** [KMCAULIFFE@SCHOOLS.NYC.GOV](mailto:KMCAULIFFE@SCHOOLS.NYC.GOV)  
**Superintendent:** DANIELLE DIMANGO  
**Network Leader:** DIANE FOLEY

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kevin McAuliffe	*Principal or Designee	
Beth Wilkow	*UFT Chapter Leader or Designee	
Odilia Martinez	*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	
Farida Daughtry	Member/ Parent	
Jeannie Rodriguez	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014, the attendance rate at our school will increase from 92.7% to 95%.

### 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.

Our school's 2012-13 Progress Report clearly identifies the need for improved attendance. Last year's attendance rate of 92.7% falls far below the median attendance rate of our peer schools and below the citywide median attendance rate. Additionally, last year 23.9% of our students had less than 90% attendance. That is to say, 23.9% of our students are considered to have Chronic Absenteeism. That represents over 100 students.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Each class has an attendance monitor who will update the Attendance Bulletin Board every day. On this board, each classroom is represented by a bar graph and the monitor shades in the class' attendance for that day. At the end of every school day, the principal announces which classes had perfect attendance that day. There are rewards for classes with exemplary attendance for the month and smaller rewards ("Spots") for any class that has perfect attendance on a particular day.
2. The Attendance Teacher tracks students with perfect attendance each month and acknowledges them with special rewards.
3. The Attendance Team meets each month to review students with repeated absences or lateness. They divide the responsibility of reaching out directly to these children and their families, as well as any teachers who work with those students.
4. The Attendance Teacher conducts home visits when necessary.
5. The principal refers to the school's attendance rate at PTA meetings and at Coffee & Conversation meetings with parents.
6. We are organizing a team of Attendance Mentors, who will be paired with students who have, or have had chronic absenteeism.

#### B. Key personnel and other resources used to implement each strategy/activity

1. The Attendance Team consists of: Kevin McAuliffe (Principal), Marc Caputo (Assistant Principal), Angela Loscalzo (Guidance Counselor), Nora Soto (Attendance Teacher), and Carolyn Tabbanella (Pupil Accounting Secretary).
2. Jocelyn Zuppani (Grade 3 teacher) facilitates the Attendance Bulletin Board strategy. She ensures that new bar graphs are posted when months change and she assists with calculating which classes had exemplary attendance for a particular month.
3. Christina Contento (Occupational Therapist) leaves a "Spot" card in the mailbox of any classroom teacher whose class has perfect attendance on a particular day. "Spots" are special cards that classes earn for working together to demonstrate the school's core values: kindness, respect, and responsibility.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Each month, the Attendance Team meets to review the list of students who have been chronic absentees in the past, or who are on track to be chronic absentees this year. In this way, team members can determine if their respective interventions were successful.
2. Class attendance graphs on the Attendance Bulletin Board will stay on the board throughout the year. That way, school personnel can determine which classes have improved their attendance over time and which have not. Every new month, the Attendance Team will team with Mrs. Zuppani to analyze class attendance data and determine means of positive recognition or needed intervention.
3. The school will hold assemblies dedicated to attendance periodically throughout the school year.

#### D. Timeline for implementation and completion including start and end dates

1. Attendance Team meetings began in September 2013 and will continue each month through June 2014.
2. The Attendance Bulletin Board initiative began in November 2013 and will continue each month through June 2014.
3. Attendance assemblies will begin in January 2014 and continue through June 2014.

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Time is set aside in the Attendance Team's schedule to allow for monthly meetings.
2. School funds will be used to purchase incentive rewards for students and classes with exemplary attendance.

### 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).**

1. School policy states that parents of students absent for more than two days in a row will be contacted by school personnel. This is to demonstrate the school's commitment to students, as attendance is a major factor in one's academic achievement.
2. At school events like PTA meetings, Coffee and Conversation meetings, and Parent-Teacher Conferences, as well as resources like the school website, the principal will review the statistics that show how significant a role attendance plays in a child's success in school.
3. Parents of students with exemplary attendance will be notified, as well as parents of students in a class with exemplary attendance.
4. The Attendance Team will address chronic absenteeism by contacting parents directly and schedule meetings if necessary.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #2**

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 2014, our school will have effective systems in place to help create a safe and respectful school environment. This will result in an increase in score on the Learning Environment Survey from 6.6 out of 10 to 8.0 out of 10 in Safety and Respect.

**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.

Our school's 2012-13 Learning Environment Survey reflected a low opinion of safety and respect from teachers, parents, and students. Our school earned a score of 6.6 out of 10 overall in this subcategory. This score was lowest when compared to our peer schools, as reflected in the Progress Report. The Safety and Respect category on the Progress Report thus earned our school 0.06 points out of a possible 3 points. This low number contributed to the overall Learning Environment grade of F.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. The principal writes a weekly Principal's Message in which he focuses on culture, safety, and respect. In this letter, he also highlights one or more staff members and describes the ways in which they contribute to the school community.
2. The School Culture Team divided the work of building school culture. They formed subgroups dedicated to: establishing a system for giving positive reinforcement to classes who work together (Spots program), mentoring students who struggle with behavior issues, increasing the attendance rate, planning school assemblies, and a Buddies program between the upper and lower grades.
3. The school now has a dean who works four days per week to enforce and reinforce school-wide behavioral expectations and to address disciplinary issues using a guidance approach.
4. The principal, assistant principal, guidance counselors, and dean divide the responsibility of being on call for teachers and staff when there are issues related to safety and/or respect. Teachers and staff follow this schedule of who is on call.
5. Two guidance counselors – one full-time and one part-time – provide at-risk and mandated counseling and they work with students to mediate conflicts.
6. Every day, the principal announces whole classes and individual students who demonstrate kindness, respect, and responsibility.
7. There is a clear Ladder of Discipline and Dean's Referral that teachers follow when addressing issues related to safety and respect.
8. Parents are notified for any egregious issue regarding safety and respect.

**2. Key personnel and other resources used to implement each strategy/activity**

3. Kevin McAuliffe – Principal
4. Marc Caputo – Assistant Principal
5. Brian Robinson – Dean
6. Angela Loscalzo – Guidance Counselor

7. Dina Shmuel – Teacher who runs the Spots program
  8. Jocelyn Zuppani – Teacher who runs the attendance initiative
  9. Christine McDonough – Teacher who organizes assemblies
- 10. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Staff Learning Environment Surveys given online in November and February
  2. Student Learning Environment Surveys given in September and January
  3. Parent Learning Environment Surveys given in January
- 11. Timeline for implementation and completion including start and end dates**
1. September 2013 to June 2014
- 12. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teachers divide the responsibilities of facilitating the School Culture Team’s initiatives.
  2. School Culture Team’s subgroups have separate meetings to move their initiatives forward.

**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).
1. Families are notified of school culture initiatives in letters and flyers home, on the school website, and in the monthly calendar.
  2. School culture is the theme of multiple Coffee and Conversation sessions, during which the principal meets with parents each month.
  3. The school will strongly encourage parents to complete the Learning Environment Survey. Computers and laptops will be available for parents at Parent-Teacher Conferences.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

✓	Tax Levy	✓	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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 2014, the percentage of students in Grades 3-8 at Levels 3 or 4 in Math will increase from 25.1% to 32%.

**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.
- Upon review of the 2012-13 Progress Report, it is evident that the overall achievement in Mathematics has declined significantly. Only 25.1% of students in Grades 3-8 achieved a Level 3 or 4 on the 2013 State Math Exam. This percentage is lower than the citywide average and much lower than the average of our peer group.
  - Average student proficiency on the 2013 State Math Exam was a 2.52. This is reflective of the 74.9% of students who earned a Level 1 or Level 2 on the exam.
  - The percentage of students who received a Level 3 or 4 on the Math exam decreased incrementally from Grade 3 (41.2%) to Grade 8 (17.1%).

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- 1. Strategies/activities that encompass the needs of identified subgroups**
1. The Math Leadership Team was established to achieve multiple goals: to analyze Core Curriculum and determine gaps in its presentation, to lead the staff in professional development on Common Core Standards-based instruction through problem solving, and to analyze multiple forms of Math achievement data.
  2. Professional development will be provided for teachers to support improvement in Math instruction.
  3. Grade teams will create curriculum maps for the school year to ensure that all Common Core Standards are explored in depth.
  4. Teachers will differentiate Math lessons in order to meet the needs of a range of learners.

5. Out of two Extended Day periods, one is dedicated expressly to Math.
6. Parents will be offered workshops around Common Core Math Standards and how to help they can help at home.
7. Saturday test prep will be offered to students in Grades 3-8.
8. The school is preparing to provide workshops for parents of students in Grades 2 and 3 to help them understand the state exam.
9. The principal will meet with parents to explain the Common Core exam and parents of students who received a Level 1 or 2 on last year's exam will be given the opportunity to have extended conferences with teachers to learn about how to support their children.

**2. Key personnel and other resources used to implement each strategy/activity**

3. Kevin McAuliffe – Principal
4. Marc Caputo – Assistant Principal
5. Christine Wittig – Grade 4 teacher and Math Leadership Team member
6. Beth Wilkow – Grade 2 teacher and Math Leadership Team member
7. Jessica Fileti – Grade 1 teacher and Math Leadership Team member
8. Alissa Veeder-Logue – Grade 1 teacher and Math Leadership Team member
9. Eileen Cortes – Parent Coordinator

**10. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers across all grades administer Core Curriculum unit assessments to assess student mastery and progress.
2. Grade teams meet to review the effectiveness of the Math curriculum and to collaboratively make modifications where necessary.
3. The principal will engage in Data Talks with grade teams in order to determine Common Core Standards that require additional attention.

**11. Timeline for implementation and completion including start and end dates**

1. This effort will last throughout the school year, but we will dedicate much of our energy to the months preceding the State Math Exams.

**12. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Core Curriculum materials – Go Math and CMP3 – will support teachers' efforts to deliver Common Core-aligned instruction.
2. Teacher teams will utilize online resources like EngageNY to supplement instruction.
3. In-house and out-of-school Professional Development will be offered to teachers to support their Math instruction.

***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).

1. Teachers will provide mid-year Progress Reports to communicate children's progress with parents.
2. Parent workshops will be provided to support parents in helping their children with homework and in supporting their children's comprehension while reading.
3. At PTA meetings and Coffee and Conversation sessions, the principal will further explore the meaning of the Common Core Standards in ELA.
4. In addition to report cards and Parent-Teacher Conferences, parents will be given mid-year progress reports so that they are aware of the progress their child is making in reading and writing.
5. The Parent Coordinator will have resources for parents to help them support their children at home. Additionally, resources for parents will be made available on the school website.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	<b>Tax Levy</b>	✓	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #4**

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

***Annual Goal #4***

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

By June 2014, the percentage of students at a Level 3 or 4 in ELA will rise from 30.2% to 37%.

***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.

According to the 2012-13 Progress Reports, students in Grades 3-8 made progress in ELA, but 68.8% of the students still earned a Level 1 or 2 on last year's exams. This means that the majority of our students are not meeting the rigorous demands of the Common Core Standards. Additionally, our school's average student proficiency in ELA is a 2.64. This indicates that on average, our students are achieving below grade level in ELA.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. The Literacy Leadership Team has been established to: review the Core Curriculum options that were selected by the school in June 2013, provide professional development to the staff, set expectations for lesson planning and unit planning, and analyze student performance data.
2. Teachers in Grades K-5 will assess the reading levels of their students using the Fountas and Pinnell running record assessment program.
3. Teachers in Grades K-2 and 6-8 will track student progress over time by administering and analyzing the Measures of Student Learning baseline Writing Prompt, the mid-year writing prompt, and the end-of-year writing prompt.
4. Students in Grades K-8 will develop Literacy portfolios comprised of work products aligned to the Common Core Standards.
5. Flexible programming, Response to Intervention groups, guided reading groups, Extended Day periods, and a Saturday test prep program will target students reading and writing below grade level.
6. The principal will provide professional development related to the Instructional Shifts in Literacy in order to support teachers in developing and implementing Common Core-aligned lessons and units.
7. Teacher teams will meet regularly to engage in inquiry work and vertical planning related to students' reading and writing.
8. The principal and assistant principal will hold data talks with grade teams in order to identify specific Common Core Standards to target.

#### **2. Key personnel and other resources used to implement each strategy/activity**

3. Kevin McAuliffe – Principal
4. Marc Caputo – Assistant Principal
5. Dianna Blake – Grade 5 teacher and Literacy Leadership Team member
6. Janice McIntyre – Grade 5 teacher and Literacy Leadership Team member
7. Betty Fink Korb – Grade 2 Special Education teacher and Literacy Leadership Team member
8. Adrienne Rosenfeld – SETTS teacher and Literacy Leadership Team member
9. Barbara Papalexis – Grade 1 Special Education teacher and Literacy Leadership Team member
10. Eileen Cortes – Parent Coordinator

#### **11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students in Grades K-5 will show growth through an increase in reading levels over time. Teachers will assess students periodically: in September, January, March, and June. These assessments will enable teachers to form guided reading groups and plan for other necessary interventions.
2. Teachers in Grades K-2 and Grades 6-8 administered the Measures of Student Learning Writing Prompt as a baseline assessment at the start of the school year. These teachers will administer a mid-year writing prompt assessment to determine where students have made progress and where they are still struggling.
3. Teachers across all grades will maintain a Literacy portfolio for each student that enables them to track growth over time.

#### **12. Timeline for implementation and completion including start and end dates**

1. Fountas and Pinnell running records will be administered in September, January, March, and June.
2. Measures of Student Learning assessments will be administered at the start of the school year and at the conclusion of the year.
3. Interim writing assessments will be administered in January and February.
4. Small-group instruction will occur throughout the school year.
5. Saturday test prep will begin in the winter and continue until the ELA exams in early April.

#### **13. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session funding will be used to support the work of the Literacy Leadership Team.
2. Per session funding will be used to support teachers who will provide Saturday test prep instruction.
3. Funding will be used to order supplemental textbooks aimed at giving students the opportunity to build comprehension and to build stamina for exams.

### **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).

1. Parent workshops will be provided to support parents in helping their children with homework and in supporting their children's comprehension while reading.
2. At PTA meetings and Coffee and Conversation sessions, the principal will further explore the meaning of the Common Core Standards in ELA.
3. In addition to report cards and Parent-Teacher Conferences, parents will be given mid-year progress reports so that they are aware of the progress their child is making in reading and writing.
4. The Parent Coordinator will have resources for parents to help them support their children at home. Additionally, resources for parents will be made available on the school website.
5. Teachers will provide mid-year Progress Reports to communicate children's progress with parents.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	Tax Levy	✓	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

By June 2014, all teachers will engage in professional development connected to the Danielson Framework and the Advance evaluation system. Teachers will improve their practice, as evidenced by frequent observations that yield increased ratings over time.

**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.

This is the first year in which teachers' evaluations will be based on the Danielson Framework for Teaching. This Framework spans 22 different Components of a teacher's work, but in previous years our staff has focused on just a small percentage of these 22 Components. Therefore, it is crucial that teachers experience professional development connected to the entire Framework so that they fully comprehend each Component's meaning. This will in turn help teachers earned increasing ratings over time in various Components.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. The staff engaged in professional development sessions on Advance, on Components within the Danielson Framework, and on resources to support teacher growth.
2. Teachers work in teams to engage in the inquiry process around student work and they generate strategies for improved teacher practice through the lens of the Danielson Framework.
3. The principal and assistant principal conduct frequent classroom observations and provide timely, actionable feedback using the Danielson Framework as a tool to provide next steps.
4. Teachers will engage in three hours of Advance and/or CCLS professional development each month.
5. Teachers are given the opportunity to observe and rate lessons using online resources.

**2. Key personnel and other resources used to implement each strategy/activity**

3. Kevin McAuliffe – Principal
4. Marc Caputo – Assistant Principal
5. All classroom teachers evaluated under the Advance system

**6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers will show growth over time according to their ratings under the Advance evaluation system.
2. Teachers will track their growing comprehension of the Danielson Framework through inquiry meeting logs.

**7. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014
- 8. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The Literacy Leadership Team and Math Leadership Team will plan professional development around targeted Components.
2. The TeachBoost program will enable teachers to see their progress over time within various Components of the Danielson Framework. This program will also enable administrators to track evaluation trends over time and design professional development accordingly.

***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).
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
  - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
  - workshops for parents related to the Danielson Components about questioning and discussion techniques and communication with families

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	Tax Levy	✓	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Day</li> <li>• Small-group instruction</li> <li>• Rtl groups within classes</li> <li>• Flexible grouping</li> <li>• Test prep on selected Saturdays</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During Extended Day</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Go Math Response to Intervention</li> <li>• Guided Math groups</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Day</li> <li>• Small-group instruction</li> <li>• Rtl groups within classes</li> <li>• Test prep on selected Saturdays</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During Extended Day</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Guided Science groups</li> <li>• Repeated readings</li> <li>• Multiple text sources</li> </ul>	<ul style="list-style-type: none"> <li>• Small-group instruction</li> <li>• Strategic student partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Guided Social Studies groups</li> <li>• Close reading strategies</li> <li>• Multiple text sources, including multimedia sources</li> </ul>	<ul style="list-style-type: none"> <li>• Small-group instruction</li> <li>• Strategic student partnerships</li> <li>• Differentiation within classes</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Pull-out, one-on-one or small-group counseling</li> <li>• Push-in support in the classroom</li> <li>• Anger management</li> <li>• Behavior modifications</li> <li>• Social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time and part-time Guidance Counselors provide counseling to both mandated and non-mandated students.</li> <li>• Guidance Counselors meet with students individually or in small groups, depending on the need.</li> <li>• Guidance Counselors push into classes to support students when problems arise.</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

9. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
✓	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Our school now has a Literacy Leadership Team comprised of a core team of five teachers from multiple grades and license areas, the principal, and the assistant principal. The purpose of this team is to build the capacity of staff members so that they become staff developers, too. Literacy Leadership Team members will lead professional development with the whole staff to ensure that the staff is highly qualified. They work together to establish academic and instructional expectations in Literacy. The team studies school-wide data to inform its decisions and it sets policy for the school.</li> <li>• We also have a Math Leadership Team comprised of four teachers, the principal, and the assistant principal. The purpose of this team is similar to that of the Literacy Leadership Team. Our school has recently struggled to achieve at a high level in Math, according to the 2012 State Exams. The team works together to analyze curriculum and determine where there are gaps in our instruction and where we can increase rigor. We focus specifically on problem solving as the key to conceptual understanding.</li> <li>• The principal and assistant principal conduct frequent observations of teachers and then provide timely, actionable feedback using the Danielson Framework for Teaching.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• The staff engaged in professional development around the Quality Review. The purpose of this PD is to provide a roadmap for our school as we strive to create instructional and curricular cohesiveness.</li> <li>• The staff engaged in professional about our instructional focus: academic discourse.</li> <li>• Teachers engaged in grade meetings on the Instructional Shifts.</li> <li>• Teachers tie their inquiry work to the Danielson Framework for Teaching.</li> <li>• Teachers engage in three hours of monthly Advance/CCLS professional development.</li> <li>• Teachers and staff attend multiple professional development sessions outside the school building, including those offered by our CFN.</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• Imagine Learning is a software program that will support the reading progress of our neediest learners.</li> <li>• Literacy and Math Leadership Teams will establish academic expectations for the school.</li> <li>• Per session funding will allow teachers to provide test prep education for students in Grades 3-8.</li> <li>• The STH allocation will be utilized for test prep and for supplies for those students.</li> <li>• Using Title I funding, we were able to hire an F-status Dean for several days each week. The Dean supports our efforts to build school culture and to maintain consistent discipline.</li> <li>• Together in Dance is an arts program purchased using Title I funds. This program will provide arts instruction in musical theater and dance.</li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
---

- PreK parent workshops
- Extra help for any at-risk children, like Turning 5 population

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- The Literacy Leadership Team and Math Leadership Team analyze assessment data.
- Grade teams study the results of multiple assessment measures.
- The Measures of Student Learning Committee determined assessment measures by which students will be assessed and by which teacher performance will also be measured.
- The School Leadership Team analyzes school-wide data to support the decision-making process regarding the use of resources and curricular options.
- The School Culture Team, comprised of several teachers and staff members, works together to build and maintain a safe and positive school environment.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## **Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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;
- assessing students regularly to determine areas of strength and areas in need of improvement
- targeting the needs of specific students by providing small-group instruction
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- incorporating more technology into the curriculum;

*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;
- gathering a team of parents who can be reached to help translate;
- 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;
- informing parents if/when child care will be provided at certain school events;

*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 with 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 promptly 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>25</b>	Borough <b>Queens</b>	School Number <b>200</b>
School Name <b>Pomonok</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Kevin McAuliffe</b>	Assistant Principal <b>Marc Caputo</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Esther Huh</b>	Guidance Counselor <b>Angela Loscalzo</b>
Teacher/Subject Area <b>Dianna Blake</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>464</b>	Total number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>7.11%</b>
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## Part II: 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE	4	3	8	2	4	4	4	1	3					33
SELECT ONE														0
<b>Total</b>	4	3	8	2	4	4	4	1	3	0	0	0	0	33

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	8
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	27	1	3	3			3		3	33
Total	27	1	3	3	0	0	3	0	3	33

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	3	2	4		2		2					17
Chinese	1	2	2				1		1					7
Russian						1								1
Bengali														0
Urdu			1					1	1					3
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi							1							1
Polish														0
Albanian														0
Other			2			3								5
<b>TOTAL</b>	4	3	8	2	4	4	4	1	4	0	0	0	0	34

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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			1									2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	4		2		1			1					10
Advanced (A)	1	3	2	2	3	3	1	4	1					20
Total	3	8	2	4	4	4	1	4	2	0	0	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2			6
4	1	1			2
5	2	2			4
6	0	0			0
7	2	1			3
8	2	1			3
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		4						6
4	1		1						2
5	2	1		1				1	5
6	1								1
7	3		1						4
8			2			1		1	4
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		2
8			1		1	2			4
NYSAA Bilingual (SWD)									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	2	2		
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Fountas and Pinnell is used to determine a child's reading level. This reading assessment enables teachers to differentiate their instruction for their ELL population. It also informs teachers about the child's ability to respond to text read. This information will inform teachers of child's ability to comprehend text read. In addition to Fountas and Pinnel, the Lab- R is administered to determine the entry points of ELL's and it serves as an indicator to see whether they are proficient or not. In addition, classroom teachers use pre & post assessments to measure growth and reading levels guide them to see they are approaching grade level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
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. However, 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.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
After reviewing the NYSESLAT scores, and noticing that most of our students struggle in the modality of reading and writing, we make sure that we try and service our students during their reading and writing periods. We discuss the results with their teachers and work together closely to try and meet a goal set for them.  
The data is highly effective for planning purposes. Many students scored highly in speaking and listening and lowered in reading and writing. We support comprehension by bilingual text and dictionary. Technology and staff members translate to make connection with comprehension. Beginning and Intermediate level students are taught basic decoding skills and strategies, including phonics. Vocabulary is taken from content area reading and developed through various hands-on activities. Students are also taught basic comprehension strategies such as chunking, graphic organizing, highlighting, technology, and note-taking. We also use leveled reading books to differentiate specific needs of the students. 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.
4. For each program, answer the following:
  - a. 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?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 four times as many ELLs scored a level 2 than did a level 3. 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.  
E-PAL (Grs. K-3) and Acuity Periodic Instructionally Targeted Assessments (Grs. 3-8) 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 strategies, and grouping students based on academic needs. Former and all ELLs receive two years of test modifications.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Classroom teachers address Response to Intervention during their day, and ELL students are grouped according to their needs. In addition, designated teachers on each grade have been identified to provide RTI for targeted tier 2 and 3 students. Students are

identified for RTI based on data from formative assessments, summative assessments, conference notes, teacher observation and running records.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development is considered in instructional through conferencing with teachers about students' on-going academic progress. Teachers are differentiating their instruction to accommodate the learning needs of their ELL population. Classroom teachers support English language skills by using bilingual dictionary and text. Also, staff members translate and use technology to make comprehension connection. Teachers have access to ATS-ELPC & RHLA reports are available for them to use to view the parent choice. We make sure that a child's second language development is considered in our instructional decisions by providing additional scaffolding, emphasizing vocabulary and language structure. We also provide time for oral language practice and building background knowledge.
7. 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?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
All assessments such as Regents, NYSESLAT, ELA, Math, and Science reveal our ELLs are moving toward higher levels. According to the NYC Dept. of Ed. School report, all beginners scored one level or two levels up from last year. Also, 23/33 ELLs moved to the next level on the NYSESLAT.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) assisted by a trained pedagogue. This survey lets school staff know, what language the child uses at home. A certified ESL teacher is present during the informal oral interview in English or in their native language when possible. Parents with their HLIS from and conduct an informal interview. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within ten days of enrollment by a certified teacher. Performance on this test determines the child's entitlement for English language development support services. 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. For Spanish speaking ELLs are administer Spanish Lab to see their proficiency.
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.  
A student enters the public school system. The parent and child are interviewed by a certified ESL teacher. If the HLIS that is filled out on them states that another language other than English is spoken at home, the student is then administered the LAB-R within the first ten days of entering the school. If the student fails and the home language is Spanish, he/she will be given the LAB

in Spanish. The parent is then notified that their child is entitled to services. The ESL Department holds an orientation within the first ten days of school, informing parents of all the possible programs their child is entitled to. All three programs are mentioned and explained through the use of a video and a Guide for Parents of English Language Learners handouts is given to the parents in their native language. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a Second Language (ESL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a Second Language (ESL) program that uses various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ESL and ELA instructional units. We explain to the parent that if there are 15 or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. Once a parent has made a decision on the Parent Selection Form, this information is then entered into ELPC screen on ATS.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Both the Parent Survey and Program Selection forms are collected at the orientation meeting. Some missing ones are sent home with continued entitlement letters. The survey forms and letters are sent home in the ELL's native language and English. All copies of letters and survey forms are kept on file.
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.  
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 falls 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 to Spanish speaking students. The results of the Spanish LAB- R allow the ESL teacher to determine whether the students are literate in their native language. Also, other ELL students are entitle to the bilingual program. Parents are informed in English and native language of the bilingual program and have the opportunity to ask for clarification as well as placement. By 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.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
At this time, we also explain annual evaluation ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). In mid April we administer 4 parts of exams to Grades K-8. The speaking component of the exam is administered to students on a one on one basis. The other parts; listening, reading, and writing are administered in groups. Test results are then used to aid in determining the students' placements in the ESL program for the following school year. Results are also used to facilitate changes in allotted times of ESL instruction based upon each student's proficiency level.
6. 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.) 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.   
The parent survey and Program Selection forms are carefully reviewed, and based upon the reponses 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.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
 

The ESL teacher and the classroom teachers collaborate to meet the educational needs of the students for the heterogeneous Push-In and mixed proficiency levels and grades for the Pull-Out Models.
  
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)?
 

Students are grouped according to the LAB-R and/or NYSESLAT and their reading level when assessed. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes per week for ELA instruction. The ESL instruction is differentiated as per the proficiency levels in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ESL teachers meet with the classroom teacher to plan together. They use the same teaching points from ReadyGEN and Expeditionary Learning.
  
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 foster language development and meet the demands of the Common Core Learning Standards.
 

There is a full time ESL teacher servicing six classes in the regular school day /29 periods per week. All classes are conducted in English only. The ESL teacher utilizes the creative teachers' unit 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. The school has implemented ReadyGen reading program in K-5 and Expeditionary Learning in grades 6-8, Go Math, computer Soft ware, e-books and English Explores social studies/science leveled books. These instructional resources address the learning needs of all students. The units are embedded with scaffolded instructional support that address the needs of targeted groups and ELLs. Our leveled reading program teaches English through the content areas. Teachers are also promoting rich discussions/Team Talk during instructional time in order to deepen students' comprehension skills. The programs also incorporate reading, speaking, writing and listening skills in a stimulating way, while also being aligned with the Common Core Learning Standards. In addition, drama presentation will be utilized. This will help students to recall information, relate to characters in a realistic fiction, and aid in the development of meaningful academic discourse.
  
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

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. Also, native language books are available in school library and ESL classroom.
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Students are Assessed using formative assessment, summative assessment, benchmark assessment, progress monitoring and performance based assessment. Formal and informal exams evaluate speaking, listening, reading and writing modalities. Lab-R and NYSESLAT are determining factors for students' present and future placement.
  
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 central idea when reading and writing. We have on going dialogue to inform the parents how students are performing in school and at 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 Starfall.com ,Lexia Reading and a multi-sensory program for English language development. The multi-sensory program which focuses on reading in the content area (social studies and science), is a series of books, designed to develop English language proficiency. 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 pictures, dramatization, audio and technology to enhance comprehension in English. All these techniques will help our ELLs to gain a better understanding of the Common Core Learning Standards.

listening

For students who have been receiving service 4 to 6 years, we use multiple strategies to support them in reading, writing, and speaking. We use deconstruct and reconstruct sentences, word play and ESL Strategies to support ELLs. These strategies

help

the students to understand the purpose of their reading, speaking, listening and writing. Ultimately, this will help them to achieve higher scores on the ELA, MATH & NYSESLAT 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.

years

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

tailored

after passing the NYSESLAT. Students who've recently tested out of our ESL program work with our teachers in a small group setting. The students are matched based on their academic needs and instructional goals are set according to their academic levels in reading, writing and math. When possible, these students also meet as a transitional group in which instruction is

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, Title III After-School and Saturday ELA & Math Test Preparation programs.

7. 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?

The school is presently using ReadyGen and GO Math as our instructional resources. Each program has Differentiated Instructional Activities where the needs of ELLs are met. In the ReadyGen program, there are scaffolded instruction for the English Language Learners, as well as other instructional support. In the GO Math program there are Language Support for the ELL population. To support a strong phonemic awareness background, teachers presently use Foundations along with ReadyGen in the lower grades.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL teacher presently has a program where she pushes in and work collaboratively with the classroom teacher to align instructional support with the CCSS. She also pulls students out of the classroom in order to enrich their language support through writing, speaking, listening and reading. In the Pull Out model, students with IEP goals work in small groups where their needs are better met.

**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	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

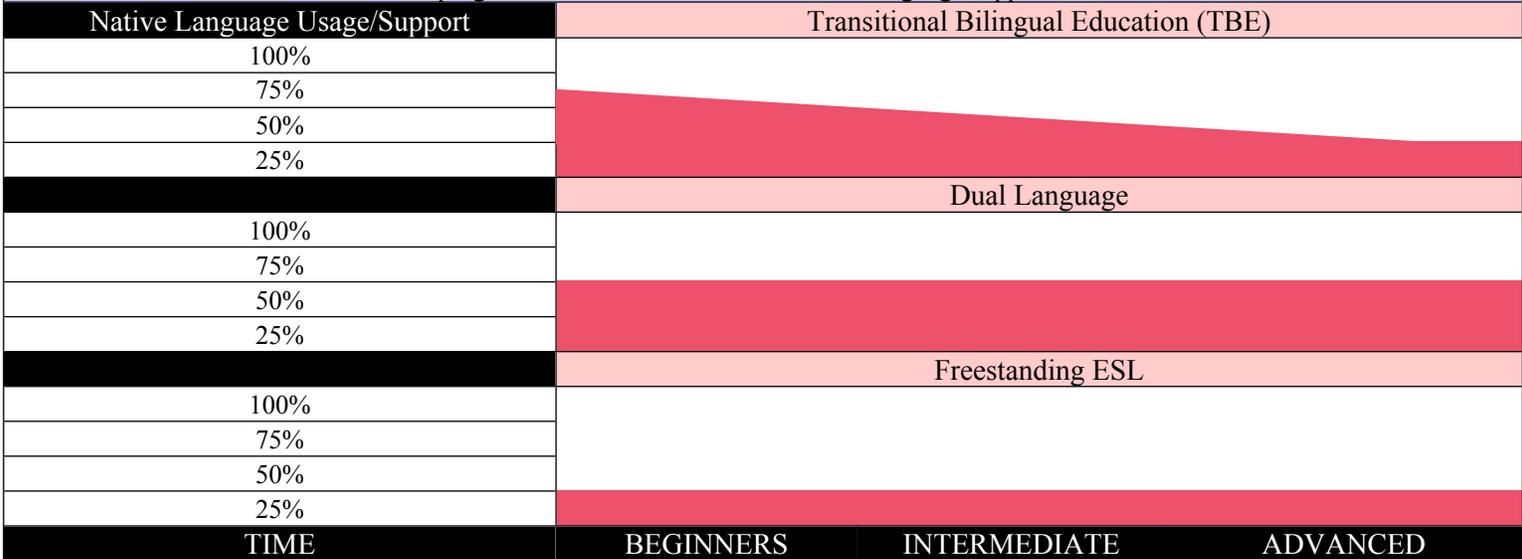
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

as We have several intervention programs to support ELLs, ELA, math and other content areas. Title III, consists of a language para needed, Speech, Guidance, SETSS, Spanish, Science Test Prep, Saturday Test Prep and Extended Day services for all ELL students.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our NYSESLAT data reveals ELLs are moving towards advance levels, and ELL Integrated Curriculum & Instruction are practiced with meeting the demands of the Common Core Learning Standards. Our Network Support Specialist, Debbie White and Shirley Bay Rouse provided professional development to classroom teachers and modeled collaborative team teaching in the general and special education classes. 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.

11. What new programs or improvements will be considered for the upcoming school year?

In addition to ReadyGen and GO Math instructional support that support the needs of our ELL population, our school is considering purchasing Imagine English. This program will cater to the academic language needs of each student on their level.

12. What programs/services for ELLs will be discontinued and why?

The Lexia Software program that has been used for three years has been discontinued. This program had a number of technological glitches which required tech support most of the time. In addition, the school would like to purchase a user friendly software program that better meet the needs of all students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL's have equal access to all programs. We offer supplemental services to ELL's after school programs. This year the Central Queens Y is providing a free after-school program for our students in grades K-5. There is also a Title III after-school program which offers students the opportunity to incorporate reading, drama, non-fiction and fiction books to reinforce academic vocabulary and focusing on the depth of knowledge. Students meet twice a week. English Language Learners are able to attend our RTI and Lunch Time Intervention provided by volunteer teachers. This service provides additional support that supplements regular classroom and ESL instruction. We also offer Extended-Day instruction for our ELL's. In Extended Day, students are able to work in small group settings where the instruction is scaffolded, thus increasing students' understanding of concepts.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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, lap tops, iPads, e-books, smart boards, mimio, , and internet services, all of which are secondary to oral and written skill instruction. We also include curriculum-based field trips to offer hands on experiences.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 language books available in school library as well as in ESL classroom.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Required services, supports and resources correspond to the ELLS age and grade levels. ELLS are grouped according to grade age appropriate unless a student was held over. Students in the lower grades utilize pictures, acting, phonics, color coded activities and rhymes to learn vocabulary. In the upper grades, instructional support is embedded within the reading program, the smart

board and online technology that support ELL students. Furthermore, academic and content specific vocabulary is learned and reinforced through various multimedia experiences.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We offer an offsite ESL Summer School Program. The teachers use summer reading lists, picture books, audio books, and Music English to jumpstart and support ELL students before the beginning of the school year.

18. What language electives are offered to ELLs?

Spanish Language Class is available to some and all grade 6-8 students.

19. For schools with dual language programs:

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

Not Applicable

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

ESL Professional Development is available to all personnel along with the opportunity to turnkey to their peers. ESL teacher 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 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 have two paraprofessionals working with our ESL population.

Following areas have been addressed in professional development given in a school year:

- Sensitivity to culturally and linguistically diverse student and parents.
- Recent research in ESL education and language and acquisition.
- ESL methodologies for teachers serving ELLs including content-area instruction.
- Technology instruction for ELLs.

Teachers also attend ESL workshops at network where they learn about the latest research and Common Core Learning Standards to support our ELL's. Some of this year's in house workshops include; October 17, 2013-ELL Liaison/ Instructional Lead Meeting and

4 more workshops are planned. Some of the Professional Development dates include: November 5, 2012-ELL Citywide ELL Elementary Conference. This will be a day spent with National experts, December 13, 2013-BER's Presentation/ CommonCore writing for ELLs January 27, 2014-BER's Presentation/iPad for grades 6-12, and February 7, 2014- BER's Presentaion/iPad for Grades K-6. Additional professional development dates are offered to staff through the network and other opportunities will arise throughout the 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.

The ESL teacher attends IEP conferences as needed and offers input on students' IEPs. She also 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, common core standards, using smarter strategies, reviewing the grade lessons and curriculum maps, as well as implementing multi-sensory approaches to learning. In addition, we have articulation meetings with ESL teacher and class /subject teacher twice a year.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

We encourage parents to participate and become actively involved in their child's learning processes and academic life. Notes are posted in the main lobby to inform parents that translation and interpretation are available at their request. 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" which gives parents a chance to become familiar with the school environment and meet their child's teacher in an informal setting. Parents are also invited to attend our "Open School" week during which parents are able to observe and participate in their child's learning both in the ESL class and in his/her regular class. In addition, parents are invited and encouraged to attend monthly class performance, trips, special lessons, and most importantly, Parent-Teacher conferences during which they can discuss their child's progress. Parents will be invited to a culminating activity in which their children present their work from our After School Title III Program as well. Volunteer translators are present at these events to further enhance communication with parents of ELL's. We have four Bilingual Paraprofessionals and they support all teachers with the core curriculum. In addition, we have access to Bilingual books for teaching and reading in the school library. Parents and students are welcome to use electronic or regular native language dictionaries.

Among other things, parents need to know how to assist their children with their learning. To meet this necessity, parents are invited 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.

Last year (2012-2013) we partnered with the Food Bank of New York and introduced the Cookshop Program. Parents were involved in monthly nutrition classes where they learned to prepare healthy and economical meals using products that they have at home. The curriculum is provided in two languages and ELL parents were encouraged to participate and share their recipes with those attending.

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. Our parent coordinator is available to provide Spanish translation at meetings and special events. She is also responsible for coordinating translation and interpretation services for Parent Teacher Conferences, workshops and events. She also facilitates workshops and parent outreach. The school depends upon DOE translation services, volunteers, and staff members to provide assistance when necessary.

This year the Central Queens Y is providing a free after-school program for our students in grades K-5<sup>th</sup>. As a requirement for their funding, the Central Queens Y will be collaborating with our P.T.A to provide monthly activities for parents many of whom are ELL and whose children are enrolled in the after-school program. In addition, we have special events: multi-cultural celebration, cookshop, classroom "author" celebrations, talent and fashion show highlight where the diverse cultures of our school are celebrated.

## E. 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.

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kevin McAuliffe	Principal		1/14/14
Marc Caputo	Assistant Principal		1/14/14
	Parent Coordinator		1/1/01
Esther Huh	ESL Teacher		1/14/14
	Parent		1/1/01
Dianna Blake	Teacher/Subject Area		1/14/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Angela Loscalzo	Guidance Counselor		1/14/14
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 25Q200 School Name: The Pomonok School & STAR Academy

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.

Several staff members help to assess the school's written translation and oral interpretation needs. The Pupil Accounting Secretary, ESL teacher, and Parent Coordinator refer to ATS and/or Home Language Identification Survey data and students' blue emergency cards to determine the most updated translation and interpretation needs and to provide that support. We send home translated documents that DOE website provides and our staff is able to utilize the DOE's translation and interpretation services. If needed, we would reach out to vendors to help with translation services. When a new student enrolls, the parent completes the Home Language Identification Survey, if it has not already been completed at the previous DOE school.

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.

Several students require translation and oral interpretation services in Spanish. Some student require these services for Chinese, Korean, and Arabic. This information will be shared with staff, with the School Leadership Team, and with parents at a PTA meeting and at "Coffee and Conversation" (a monthly, informal time for parents to meet with the principal). Specifically, we have the following numbers of families who require written translation and/or oral interpretation: 52 Spanish, 18 Chinese, 7 Urdu, 4 Russian, 2 Bengali, 2 Pashto, 2 Kanarese, and 1 Farsi.

These findings will shared with the school community at PTA meetings, Coffee and Conversation with the principal, and through other methods related to the Title I School-Parent Compact. The Parents' Bill of Rights is available with our Parent Coordinator and the Language Identification Guide and Translation & Interpretation Unit brochure are available in the main office.

## 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.

We have multiple staff members who speak languages identified in Part A. Therefore, we are able to translate letters and documents here at school with their help. That leaves no delay in distribution. Students also sometimes help each other with written translation during class. If needed, we will send important letters to the DOE's translation unit in advance so that these documents can be distributed on time.

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.

Staff members noted in Part B, Question 1 can help us meet identified needs indicated in Part A. They are willing to interpret during small meetings between parents and teachers or during larger meetings with parents and families. For example, our Parent Coordinator is fluent in Spanish and interprets often. During certain parent meetings, a parent volunteer interprets in Spanish. Students also help each other with interpretation during class. If needed, we will utilize the DOE's phone translation service or reach out to approved vendors.

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 Accounting Secretary, ESL teacher, and Parent Coordinator will assemble a master list of all students and families that require translation and interpretation services. We will put in place a system to ensure that any parent notices or letters home are translated early enough to be sent home on time. This system will also help us to be prepared for needed interpretation services when calls home are made or when there are meetings at school. Additionally, we will use DOE translation services and we will reach out for support from staff members who speak languages that our school's families speak.

## 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	