

2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

25Q200

School Name:

THE POMONOK SCHOOL & STAR ACADEMY

Principal:

KEVIN MCAULIFFE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary/Middle School Number (DBN): 25Q200
School Type: Public school Grades Served: PK-8
School Address: 70-10 164th St Flushing, NY 11365
Phone Number: 718-969-7780 Fax: 718-380-2615
School Contact Person: Eileen Cortes Email Address: ECortes@schools.nyc.gov
Principal: Kevin McAuliffe
UFT Chapter Leader: Beth Wilkow
Parents' Association President: Heather Prout
SLT Chairperson: Christine Wittig
Student Representative(s): NA

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place 3rd Floor Flushing, NY 11354
Superintendent's Email Address: DDiMang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 02 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kevin McAuliffe	*Principal or Designee	
Beth Wilkow	*UFT Chapter Leader or Designee	
Heather Prout	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christine Wittig	Member/Teacher	
Barbara Papalexis	Member/Teacher	
Dina Shmuel	Member/Teacher	
Janice McIntyre	Member/Teacher	
Mary Knox	Member/Parent	
Tanisha Smythe	Member/Parent	
Farida Daughtry	Member/Parent	
Madelyn Dougherty	Member/Parent	
Diane Coppeta	Member/Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

This year, PS/MS 200 adopted a new motto that encompasses our shared values and our goals for the short-term and long-term future: **200 cares**. "200" refers to the entire school community: students, teachers, staff, and families. "Cares" is a verb written in the present tense because it refers to what we aim to accomplish right now and every day.

200 cares: about each other, about learning, about progress, about safety, about cultures, about the neighborhood, about the environment, about the needy, about the elderly, about the past, about college, about careers. But the five letters in "cares" also refer to five tenets that underscore the high expectations we place on ourselves and the students, teachers' professional learning, our instructional focus on writing, and school systems and structures.

C stands for **culture**. Last year, we aimed to improve school culture and we were successful. But that was just the beginning. Our efforts continue this year as we implement a range of positive behavioral interventions and foster a family spirit in the building through school-wide events and monthly themes related to character. We also have a wonderfully diverse student population and we aim to celebrate this multiculturalism.

A stands for **access**. Our students have very different needs and so it is imperative that we design instruction and provide services that give children multiple entry points to new material. We must ensure that every student can access new learning; the key to this is differentiation.

R stands for **rigor**. PS/MS 200 defines a rigorous lesson as one that calls on all students to be actively, intellectually engaged. Consistently rigorous lessons aligned to the Common Core Standards will ultimately raise student achievement. In order to ensure rigor, teachers plan together, analyze student work in teams, engage in professional learning tied to their practices, and receive frequent feedback on instruction from supervisors. Additionally, parents are invited to school each month to study the Common Core and its impact on their children's learning experiences.

E stands for **evidence**. We have improved our assessment practices this year in order to be able to more closely analyze the data-based evidence of student learning. This will help teachers adjust their instructional practices in order to meet individual student needs. Assessment evidence will also give parents more information about their child's strengths and areas for improvement. Furthermore, our instructional focus this year is on writing; student writing provides clear evidence of a child's grasp of new skills and concepts.

S stands for **safety**. Our school spans ten grade levels. The physical and emotional safety of all students, from pre-k to grade 8, is a top priority. We strive to balance negative consequences for misbehavior with positive consequences for exemplary behavior. We also strive to balance disciplinary action with guidance. Students are expected to adhere to a school-wide matrix of behavioral expectations and classes are frequently recognized for acting as positive citizens.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Rigor is reflected in grade teams’ unit plans, as recognized in last year’s Quality Review Report. Teachers collaborate frequently with colleagues to plan and to analyze student work, which teachers reiterated in their Learning Environment Survey responses last year. They tie this inquiry work back to their own instructional practices so that they are continually striving to improve. According to the Quality Review Report, a portion of teachers engage in high-level pedagogical practices in the classroom, like parallel and stations teaching, but these practices are not consistent across all classrooms. We received a Developing rating in Quality Indicator 1.2, which refers to teacher pedagogy. Teachers need support in planning for high-level questioning and multiple entry points to learning.

Our students’ overall Math proficiency level rose by 5% on the 2014 state exams. This can be tied to teachers’ rigorous math instruction and their professional development in problem solving last year. However, just 30% of students in grades 3-8 were proficient in Math and ELA. Rigorous instruction is tied directly to student achievement; this year’s professional learning plan and observation feedback are thus consistently tied to rigor. Last year, the majority of teachers showed growth over time in high-level questioning and engaging students in learning, according to their ratings in the Danielson Framework for Teaching. This year we are continuing that work in order to meet sub-group and individual student needs more effectively.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of teachers will have designed rigorous, Common Core-aligned lesson plans and unit plans that contain multiple entry points to provide all students with access to grade-level learning. This will be measured by Effective or Highly Effective observation ratings in Component 1e (Designing Coherent Instruction) and Component 3c (Engaging Students in Learning) of the Danielson Framework for Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

The principal and assistant principal will observe all teachers regularly and they will provide thorough feedback and next steps related specifically to instructional planning (Component 1e) and the active, intellectual engagement of students (Component 3c).	All teachers	October 2014 to May 2015	Kevin McAuliffe – principal; Marc Caputo; assistant principal
Teachers in need of support related to rigorous instruction will visit the classrooms of teachers who consistently demonstrate Highly Effective practices in planning and engaging students in learning. They will then apply what they learn from colleagues to their own practice.	Teachers with Developing or Ineffective ratings	November 2014 to June 2015	Kevin McAuliffe; Marc Caputo; Highly Effective-rated teachers
Teachers will engage in multiple cycles of professional learning aimed at raising the rigor of their unit plans and lesson plans and aimed at increasing their understanding of differentiation through multiple entry points, while still maintaining a high level of rigor.	All teachers	September 2014 to June 2015	Kevin McAuliffe; Marc Caputo; Professional Learning Committee
Teachers will design lesson plans that are customized to the needs of the students in their class. This will enable teachers to meet students’ needs more directly and it will contribute to more thorough feedback to parents about their child’s progress and areas for improvement.	All teachers	September 2014 to June 2015	Kevin McAuliffe; Marc Caputo; teacher teams
School leaders will collaborate with teachers to also assess the rigor of their instruction by the student work produced during the lesson. This connection between rigorous instruction and improved student performance is described in more detail in the goals that follow.	All teachers	October 2014 to June 2015	Kevin McAuliffe; Marc Caputo; teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Staff salaries • TeachBoost online resource • Textbooks and Core Curriculum resources • The Letter People pre-k program

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> • Pre-K funding 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 40% of teachers evaluated under the Advance system will have achieved at least one Effective rating in both Components 1e and 3c.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At PS/MS 200, we have a low teacher-to-student ratio, which allows for teachers and staff to get to know individual children well. This contributes to a supportive environment in the building. Most students spend nine or ten years at our school, as it spans pre-kindergarten to grade 8. Therefore, we have many parents whose children are able to attend the same school as their siblings. This helps to build a familial atmosphere. According to last year’s Learning Environment Survey: 93% of parents agreed or strongly agreed that their child is safe at school, 91% of parents agreed or strongly agreed that there is an adult in the school who their child trusts and who their child can go to for help, and 88% of parents agreed or strongly agreed that teachers and staff treat students respectfully.

Despite these positive responses from parents, the students in grades 6-8 who completed the city’s Learning Environment Survey felt differently. According to the middle school-level students at our school: 80% agreed or strongly agreed that most adults at the school care about them, 63% felt safe in their classes, 66% felt safe in other areas of the school besides classrooms, and 49% of these students agreed or strongly agreed that most adults treat students respectfully. We were surprised by these results, since they differ significantly from the responses of parents and teachers. However, this student data informs the goal below and our action plan to achieve or exceed that goal.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the majority of children will feel physically and emotionally safe and supported in the classroom, as evidenced by student responses to a school-produced learning environment survey for those in grades K-5 and by student responses to the city’s Learning Environment Survey for those in grades 6-8.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We will continue to promote and expand the Spots program, which is our primary system for positive behavioral interventions. Classes earn “Spots” (small cards) when a staff member spots them collaboratively practicing our school’s values of respect, responsibility, and kindness.	All classes	September 2014 to June 2015	Dina Shmuel – Spots Team facilitator

Students will have multiple opportunities to participate in extracurricular activities, like student government, CHAMPS athletics and dance, BOKS athletics, and various activities connected to the Central Queens Y after-school program for students in grades K-8.	All students in grades K-8	Fall 2014, Winter 2014, Spring 2015	Craig Lastres – phys. ed. teacher and coach; Maria Karalekas – math teacher and coach
The school will revise its behavior matrix and publicize these expectations in posters. Students with behavioral challenges will be matched with a mentor who will work with the parent and the child to support the student’s progress toward behavioral goals.	Students who don’t respond to the school’s behavioral expectations	September 2014 to June 2015	Angela Loscalzo – guidance counselor; Kevin McAuliffe; Marc Caputo
The school will revise its section sheet procedures for middle school-level classes in order to ensure fair consequences for poor behavior. Guidance will be provided regularly for students who demonstrate a pattern of poor behavioral.	Students in grades 6-8	November 2014 to June 2015	Marc Caputo; middle school homeroom teachers
Each month will be dedicated to a specific character trait and teachers will engage students in lessons related to that trait. Parents will be invited to Student of the Month presentations for those children who demonstrate this character trait.	All students	September 2014 to June 2015	Paul Goldberg – AP; Eileen Cortes – parent coordinator
Special events, like Stomp Out Bullying Week and monthly art contests, will connect to the character trait of that month. Every day, students will announce classes with perfect attendance and students who personify our school motto – 200 cares – over the loudspeaker.	All students	September 2014 to June 2015	Art contest committee; student government facilitators
Our overall attendance rate increased last year as a result of school initiatives. Those initiatives will continue this year. We will also continue to match chronically absent students with Success Mentors, who will check in on those students each day and communicate with parents to support them if possible.	Chronically absent students	September 2014 to June 2015	Nora Soto – attendance teacher; Kevin McAuliffe; Jocelyn Zuppani - teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Staff salaries • School supplies to support initiatives • School Leadership Team • PTA Executive Board

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic	X	Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> • School funds 									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>10. Specify a timeframe for mid-point progress monitoring activities.</p>
In January 2015, all students will complete a mid-year learning environment survey. At least 50% of students will indicate that they feel physically and emotionally safe and supported in the classroom.
Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Last April’s Quality Review Report highlighted the structures we have in place to support teachers’ professional growth. These included: frequent common planning periods for grade teams and vertical teams, the principal’s effective professional support for teachers during the observation process, and opportunities for teachers to step into leadership roles and support their colleagues. Additionally, teachers’ responses to last year’s Learning Environment Survey indicated their commitment to the success and improvement of their classrooms and the school as a whole. 93% of teachers agreed or strongly agreed that teachers at our school work together on teams to improve their instructional practices and 93% agreed or strongly agreed that their professional development experiences last year were sustained and coherently focused.

Professional development last year did not transfer to growth in overall ELA proficiency, according to state exam results. The School Quality Guide further indicates that our students progressed in ELA just above the average rate of progress for students in our peer range and our students progressed in Math just below the average rate of progress for students in our peer range. Last year’s Quality Review Report also points to a need for stronger differentiation across grade levels and more rigorous assessment practices. For these reasons, we have developed a thorough professional learning plan that aims to support teachers’ instructional practices and thus raise student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will have actively participated in 80 minutes of weekly professional learning related to rigorous instruction, differentiation through multiple entry points, unit plan development, and effective assessment practices. Teachers will demonstrate their commitment to our school’s improvement by assessing the value of their professional learning experiences through evaluations every six weeks. In these evaluations, teachers will: assess the impact of their professional learning on their practice, give feedback to facilitators, and identify how they have incorporated new learning into daily instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of			

Trust			
Teachers in grades K-5 will learn how to build three primary writing rubrics aligned to the first three Common Core Writing Standards. Pre-K teachers will become acquainted with UbD unit planning. Teachers in grades 6-8 will assess existing unit plans for rigor.	All teachers	September to October 2014	Kevin McAuliffe
Grade teams will analyze unit plans for rigor using the EQuIP Rubric for Lessons and Units. Teachers will develop and utilize a school protocol for collaborative inquiry in an effort to improve their practices and to raise student achievement levels.	All teachers	November 2014 to February 2015	Kevin McAuliffe
Teachers will study the elements of balanced literacy and evaluate the balance of these elements in their own classrooms. They will analyze unit plans to ensure a balance of reading and writing and they will collaborate to write grade-level exemplary lesson plans.	PK-5 and 6-8 ELA teachers	November 2014 to February 2015	Teachers: Jessica Fileti, Jian Ng, Dianna Blake
Teachers will study the Standards for Mathematical Practice in order to incorporate multiple entry points for students. They will apply these standards to problem solving performance tasks and they will study student work to see evidence of the standards in action.	PK-5 and 6-8 Math teachers	November 2014 to February 2015	Marc Caputo
Teachers across all subject areas will learn the tenets of "The Writing Revolution," which presents a continuum of writing skills from K-8. They will practice incorporating this kind of writing skills practice into different subject areas, rather than just during a literacy block.	All teachers	November 2014	Teachers: Christine McDonough; Barbara Papalexis; Gabrina Basile; Stefanie Crist
Teachers will determine how the resources at EngageNY.org can support task development and lesson alignment to the Common Core. They will also explore how to add more technology-based entry points, like online resources, into existing unit plans and lesson plans.	All teachers	November 2014	Paul Goldberg
Our physical education, art, library, and science cluster teachers will periodically join those from two other schools to share best practices and to collaboratively analyze problems of practice. They will also focus on aligning their practices to the Danielson Framework.	Cluster teachers	November 2014 to June 2015	Kevin McAuliffe
Teachers will develop a common definition of multiple entry points. They will study proven, effective methods for planning for multiple entry points, they will share best practices, and they will analyze written and taught lessons for differentiation via entry points.	All teachers	November 2014 to April 2015	Teachers: Christine McDonough and Jason Gelfand
Multiple teachers will attend professional learning opportunities with CFN instructional coaches. Session topics include: connecting ReadyGen to the Writing Revolution, data-based ELA instruction, problem solving-based instruction, and the study of math content.	Network liaison teachers	September 2014 to June 2015	Kevin McAuliffe

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Staff salaries
- Per diem for substitute teachers
- Resources for professional learning
- Professional Learning Committee
- School Leadership Team

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 85% of teachers will have indicated, in periodic evaluations, that they strongly agree or agree that the professional learning they experience each week is effective and that it has had an impact on student achievement.

Part 6b. Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As indicated in last year’s Quality Review Report, the principal fosters the professional growth of teachers and staff by implementing a clear vision for building a positive school culture and by effectively triangulating his observations, feedback to teachers, and subsequent professional learning opportunities.

According to last year’s Learning Environment Survey, 100% of teachers strongly agree or agree that the principal makes clear to the staff his expectations for meeting instructional goals. 96% of teachers strongly agree or agree that the principal communicates a clear vision for the school and 93% believe that the principal understands how children learn. 93% of teachers feel that school leaders give them regular and helpful feedback about their teaching. Additionally, 96% strongly agree or agree that school leaders provide teachers with leadership opportunities.

Last year, there were some opportunities for teachers to take on leadership roles, but this year we aim to increase those opportunities. Professional development that was offered last year was also not always differentiated for particular teachers’ needs. That is another area for improvement this year. Typically, teachers work with their own grade team or the grade team above or below theirs, but this year we aim to introduce more vertical professional learning opportunities that would enable teachers across several grade levels to support each other.

Quality instruction is directly tied to student achievement. As evidenced by the School Quality Guide and other data files, there was a 4.9% increase in the percentage of students reaching proficiency on the state math exam last year, which resulted in a 10.5% increase when compared to the peer range. However, in 2013-14, our school’s median adjusted growth percentile on the state ELA exam decreased by 2.5 points. A similar decrease can also be noted in our results on the state math exam.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the principal will have nurtured the professional growth of teachers by collaborating with the Professional Learning Committee, fellow school supervisors, and other teacher leaders to organize, revise, and facilitate a full year of rich, effective professional learning opportunities aligned to our students’ particular needs. The effectiveness of the principal’s leadership will be measured by increased student performance on ELA and Math exams, as student performance is tied to quality instruction and quality instruction is tied to effective school leadership. We aim for a 3% increase in overall student proficiency on the 2015 state ELA and state Math exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
In order to ensure that we are monitoring student progress in ELA and math throughout the school year, the principal will work with grade teams to establish benchmark assessments in reading, writing, and math for grades K-5 and in core subject areas for grades 6-8.	PK-5 and 6-8 core subject teachers	Fall 2014, Winter 2015, Spring 2015	Kevin McAuliffe; Marc Caputo
In September, school leaders will establish a year-long assessment calendar that includes administration dates, scoring dates and times, deadlines for organizing and submitting assessment results, and subsequent data analysis meeting dates.	PK-5 and 6-8 core subject teachers	September	Kevin McAuliffe; Marc Caputo
Teacher teams will track and analyze benchmark assessment results in order to target the specific needs of their students. Teachers will engage in data talks with the principal and assistant principals in conjunction with collaborative inquiry with colleagues.	PK-5 and 6-8 core subject teachers	October 2014 to May 2015	
The principal will regularly consult with the Professional Learning Committee to assess the impact of professional learning opportunities and to revise the plan when necessary. Benchmark assessment results will also indicate the impact of teachers' professional learning.	Professional Learning Committee	September 2014 to June 2015	Kevin McAuliffe; Professional Learning Committee
The principal will provide multiple opportunities for teacher leaders to facilitate professional learning with colleagues. Increased teacher leadership will build trust among the staff and it will help us to sustain the impact of professional learning from one year to the next.	Teacher leaders	November 2014 to June 2015	Kevin McAuliffe; Professional Learning Committee
When debriefing with teachers after observations, school leaders will root conversations in: the Common Core Standards, the rigor of tasks, evidence in student work from the lesson, high-level questioning, and the teacher's lesson and unit planning that preceded the lesson.	All teachers	October 2014 to June 2015	Kevin McAuliffe; Marc Caputo
School leaders will arrange for Academic Intervention Services for students across grade levels, based on academic and social/emotional needs. Service providers will use resources tied directly to the Common Core Standards most prevalent on state exams.	Students in need of AIS	December 2014 to June 2015	Kevin McAuliffe; Marc Caputo; Paul Goldberg; PPT
The principal will facilitate students' targeted preparation for the sophistication of state exams by designing effective methods for integrating test preparation into the regular curriculum. We also aim to also host an after-school test prep program for students.	Students in grades 3-8	January to March 2014	Kevin McAuliffe; Marc Caputo
English Language Learners will have weekly after-school ESL support in order to build fluency and a command of new vocabulary. ELLs will develop these skills through rigorous theater arts and parents will be invited to the students' final performances.	English Language Learners	September 2014 to May 2015	Esther Huh – ESL teacher
The principal will facilitate monthly Common Core parent workshops during which he will guide parents through a deeper understanding of the standards and how they drive our school's curriculum. Parents will learn how they can better support their children at home.	Parents of students in grades K-8	October 2014 to June 2015	Kevin McAuliffe; Heather Prout – PTA President

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Staff salaries
- Title III after-school program
- Resources for test preparation
- Outside support for small-group instruction
- Per session for after-school test preparation program

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

In January and February 2015, teachers will administer mid-year benchmark assessments and the vast majority of students will have shown progress toward achieving specific Common Core Standards.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Teachers are still in the process of administering and scoring mid-year benchmark assessments. Therefore, the obstacle in meeting this goal was time management. However, initial score projections indicate that a majority of students will have made academic gains on these assessments, once completed. We have revised our action plan to account for stricter guidelines for benchmark assessment administration and scoring dates. This includes a more robust, year-long assessment calendar that includes deadlines for administration, scoring, and data collection and analysis. Administrators and teachers will thus be able to plan ahead and ensure more efficient progress monitoring.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to last year’s Learning Environment Survey: 95% of parents strongly agree or agree that our school makes them feel welcome, 94% believe that our school makes it easy for them to attend meetings, 93% say that our school is responsive to parent feedback, and 85% strongly agree or agree that our school helps them understand what the Common Core means for their child. Additionally, we communicate with parents through multiple channels, including memos, the school website, a school-wide phone messenger that calls each child’s home, and email.

PS/MS 200 maintains a partnership with the nearby Margaret Tietz Nursing & Rehabilitation Center, where many of our young students volunteer to support the elderly residents. We have also welcomed the Central Queens Y, a community-based organization that facilitates a free after-school program for students from grades K through 8.

Last year, school assemblies and shows drew the highest parent attendance rates. However, we only had a few events like these. Also, in last year’s Learning Environment Survey, 32% of parents agreed that students at our school harass or bully other students. There is a need to enrich the civic life of the school. Our school maintains a website, but there is room on the site for more resources that can support parents at home. And finally, we aim to increase the number of school partnerships with community organizations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS/MS 200Q will have created a more welcoming environment for families, as evidenced by a 10% increase in parent involvement, measured over time by sign-in sheets, at school events and at events related to school partnerships with community organizations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

The school will foster its current community partnerships, including our volunteer work at the Margaret Tietz Nursing & Rehabilitation Center, and we will expand our community partnerships to other institutions like the Pomonok Senior Center.	Grades K-2 and 6-8	September 2014 to June 2015	PTA Executive Board; Barbara Papalexis; Eileen Cortes; Kevin McAuliffe
The Title I Parent Committee will utilize its funding to develop a series of parent and family activities that support students' academic progress and social/emotional development and that welcome participants into the school building.	All parents	January to June 2015	Title I Parent Committee; Heather Prout; Eileen Cortes
School leaders will work with teachers and staff to design a school wellness program that impacts student health in school and at home. Parents will be partners in this work. This program is the result of a school wellness grant awarded to PS/MS 200.	All students and parents	December 2014 to June 2015	Christina Contento – occupational therapist; Paul Goldberg; Kevin McAuliffe; Heather Prout
The school will give parents many opportunities to visit, including: monthly Coffee & Conversation with the principal, monthly Common Core workshops with the principal, monthly morning and evening PTA meetings, performances, PTA events, celebrations, and Career Day.	All parents	September 2014 to June 2015	Kevin McAuliffe; Eileen Cortes; Angela Loscalzo
We will improve communication with parents by enhancing the school website, maintaining the phone messenger service, and creating a "Who's Who" of school personnel. Parents will be able to communicate with teachers regularly, like on Tuesday afternoons.	All parents	September 2014 to June 2015	Jocelyn Zuppani; Paul Goldberg; Marc Caputo
At November Parent-Teacher Conferences, parents will be asked to complete a fall learning environment survey consisting of questions related to safety, learning, and communication with the school, as well as questions asking about how welcome they feel at the school.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • PTA Executive Board • Title I Parent Committee • School Leadership Team • School Wellness Council • Staff salaries

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.
By February 2015, all parents will have completed a mid-year learning environment survey. February sign-in sheets at school events will show at least a 5% increase in parent attendance.
Part 6b. Complete in February 2015.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
<p>There has been an increase in parent attendance at school events, when considering winter sign-in sheets versus fall sign-in sheets. And all parents received a mid-year learning environment survey, but not all parents completed it. Based on the typical percentage of parents who complete the official DOE School Survey each year, we now realize that it was unrealistic to aim for all parents to complete the mid-year survey. Therefore, we would adjust the mid-point benchmark to say, "By February 2015, 60% of parents will have completed a mid-year learning environment survey." However, we tallied the results from the many surveys that were returned and those results will be shared with parents at PTA meetings, in school memos, and at other school events. In addition to adjusting the mid-point benchmark, we also modified our action plan to include a fall learning environment survey to be distributed at November Parent-Teacher Conferences. This change will improve the completion rate and it will help to make surveys like these a larger part of our school culture.</p>				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2014 exam results Fountas & Pinnell reading levels	Guided reading Phonics	Small group After-school test prep	During the school day Before/after school
Mathematics	2014 exam results	Go Math RTI Stations teaching	Small group After-school test prep	During the school day Before/after school
Science	Class assessments	Writing in content areas Stations teaching	Small group Strategic partnerships	During the school day
Social Studies	Class assessments	Writing in content areas Stations teaching	Small group Strategic partnerships	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher reports Parent feedback OORS incidents IEP mandates	Anger management Behavior modifications Social skills	Full-time guidance counselor works with mandated and non-mandated students Pull-out, push-in, and small group counseling	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.

- Teachers and staff work as a team to hire new teachers and to ensure that we recruit highly qualified candidates. This enables us to approach the process from multiple angles, as each staff member brings a different perspective.
- In order to retain Highly Qualified teachers, the principal engages these teachers in frequent conversations about their practice and their professional goals for the short-term and long-term future. There is also an honest and open dialogue between school leaders and teachers regarding teaching assignments from one year to the next.
- As described in Sections 5C and 5D of this CEP, the principal has collaborated with the Professional Learning Committee to design a rigorous and diverse professional learning plan for our Highly Qualified Teachers this year. These professional learning opportunities support teachers as they work to build their capacity and take on more leadership roles. There are also a range of committees that teachers can join in order to contribute to the school community and to grow in their profession.
- School leaders consistently practice shared decision-making. This empowers our Highly Qualified Teachers to have a voice in the shifts our school makes in order to better serve our students.
- The principal conducts most observations in English Language Arts and the assistant principal conducts most observations in math. This enables them to support teachers more effectively because there is continuity in the lens through which they give feedback and recommendations. This then builds instructional coherence across all grade levels and opens up more opportunities for teachers to support each other on vertical teams.

2b. 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).

- Sections 5C and 5D of this CEP highlight the ways in which our school's professional learning plan directly addresses our teachers' and students' needs. This plan is a "living" document that evolves as our teachers' and students' needs do. By aligning PD to a thorough needs assessment, we can ensure that the PD is high-quality and rigorous.
- In order to expand the professional development of our teachers, paraprofessionals, and school leaders this year, we are collaborating with other schools in District 25 and forming partnerships rooted in professional growth.

- We also ensure that professional development is of the highest quality by eliciting feedback from teachers before and after professional learning cycles. This enables school leaders and the Professional Learning Committee to revise professional learning opportunities in order to enrich them whenever possible.
- Professional development at PS/MS 200 is not viewed in isolation. The new learning that teachers experience occurs alongside student work and assessment data, as well as curriculum materials like unit plans and lesson plans. This ensures that we are always tying new learning to the improved achievement of the children.
- Teacher teams engage in regular collaborative inquiry work where they analyze trends in qualitative and quantitative student data and support each other with recommendations for shifts in instructional practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. 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).

NA

Part 4: SWP Schools Only

4a. 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.).

- Our school successfully applied to expand our two half-day pre-k classes to two full-day classes this year. This shift is meant to help students and parents become better prepared for the transition to elementary school.
- The principal supports the parents of our youngest students by facilitating Common Core workshops that span all elementary grade levels. This helps parents understand what to expect when their child advances to the elementary school program. These workshops also give parents the opportunity to network with each other. Our parent coordinator and pre-k social worker also host parent workshops.
- The principal supervises pre-k lunch in order to connect with the students and to support their challenging transition to kindergarten by practicing school procedures and expectations with them.
- The principal consulted with the pre-k teachers to choose curricular resources that would best prepare the children for the transition to elementary school. We chose to use The Letter People as our primary curricular resource because the program is aligned to pre-k Common Core Standards and the units of study are thematic, which better matches the children's learning styles.

4b. 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 Measures of Student Learning Committee collaborates with the principal to determine which assessments will best align to our school's goals and to different teaching positions.
- Many of the chosen MoSL assessments also serve as benchmark assessments for the corresponding grade level or subject area. So, our school will administer these assessments three times during the school year instead of just two. Grade teams have autonomy to choose remaining benchmark assessments, as long as these assessments are rigorous and aligned directly to the most crucial Common Core Standards.
- Collaborative inquiry teams use student work and assessment results to improve instruction. The principal and a team of teachers developed a school-wide protocol for inquiry teams to use in order to improve efficiency.
- School leaders analyze student assessment data and then support teachers through data-based discussions and recommendations for next steps that are both achievable and effectual.
- The Professional Learning Committee considers assessment results when determining how to revise and further develop our school's professional learning plan. Their analysis will contribute to more differentiated PD.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$159,960	X	9, 16, 19, 21
Title I School Improvement 1003(a)	Federal	NA	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	NA
Title II, Part A	Federal	\$80,696		9, 12, 16, 19, 21
Title III, Part A	Federal	\$11,200	X	19
Title III, Immigrant	Federal	NA	NA	NA
Tax Levy (FSF)	Local	\$2,632,032	X	9, 12, 16, 19, 21

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **PS/MS 200Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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-Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 200Q** will support parents and families of Title I students by:

- providing materials and training, in workshops and other gatherings, to help parents work with their children to improve their achievement level in literacy, math, and the 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 (on the school website, in fliers, and at PTA meetings) in a format and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parent input in order to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of the school community

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

In developing the Title I Parent Involvement Policy, 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, the 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 School 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 the school 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 the school's 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-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 the school and will work to ensure that the 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 accountability systems, e.g. NCLB/state accountability, student proficiency levels, Annual School Report Card, School Quality Guide, Quality Review Report, Learning Environment Survey;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program, and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g. quarterly meetings with flexible times to share information about the school's educational program and other initiatives of the Chancellor and to allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed

The 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-Teacher Association, and Title I Parent Committee;
- supporting or hosting family events;
- establishing a Parent Resource Center/Area or lending library with instructional materials for 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 child's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about

school activities and student progress;

- providing online resources to support parents with their children’s homework
- dedicating time for the Title I Parent Committee to give feedback on these online resources

School-Parent Compact (SPC) Template

PS/MS 200Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. 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 Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers, and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- assessing students regularly to determine areas of strength and areas in need of improvement
- targeting the needs of specific students through small-group instruction
- incorporating more technology into the curriculum

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences four times per year;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at flexible times and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- taking full advantage of the 40 minutes of parent engagement time built into the work week this year;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in their child’s education;
- providing information related to school and parent programs, meetings, and other activities, and sent to parents of participating children in a practicable format and 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 child care will be provided at school events;
- sharing more web-based resources with families

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English proficient 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

Provide general support to parents by:

- creating a safe and supportive 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 best practices for effective communication and collaboration;
- 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 of Education'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;
- informing parents of who to contact at school for specific types of concerns

II. Parent/Guardian Responsibilities:

- monitor my child's attendance, ensure that my child arrives to school on time, 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 after-school 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 of 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-Teacher Association or serve to the extent possible on advisory groups, e.g. Title I Parent Committee, School or District Leadership Team;
- 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;
- reach out to teachers and staff for support whenever needed
- always try my best to learn



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Pomonok	DBN: 25Q200
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: 18
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:

We will offer after school, English-Language Enrichment Program, led by a certified ESL teacher. Children will participate in various activities that incorporate hands on manipulatives, audio-visual materials, drama and computer technology skills. We have 18 LEP students, including beginning, intermediate, and advanced levels in grades 3-8. All program sessions will be conducted in English only. The program will be offered to Grades 3-8 twice a week. Total of 10 students of Grades 3-5 will meet every Thursday. Total of 8 students of Grades 6-8 will meet every Wednesday. The total of 18 students are ELLs and 4 are former ELLs who became proficient within the past two years. The program will follow the end of the day time schedule. Instruction will be differentiated to meet Beginning, Intermediate, Advanced and Proficient Learners. For Beginning Level students oral communication extend understanding or oral texts by connecting, comparing, and contrasting the ideas and information in to their own knowledge, experience. In addition, identify a variety of presentation strategies used in oral texts and analyze their effect on the audience. A range of vocal effects, including tone, pace, pitch, volume. For Intermediate Level students analyze oral texts in order to evaluate how well they communicate ideas, opinions, themes and identify various elements of style-including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences. For Advanced & Proficient Level students identify a range of elements of style- including symbolism, irony, analogy, metaphor, and other rhetorical devices- and explain how they help communicate meaning and enhance the effectiveness of text. In addition, describe the process of creating a character script analysis, experimentation with movement and voice.

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 authors of the books and 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 Shakespeare's tragedy, King Lear for middle school students and for grades 3-5, Lucy Maud Montgomery's Anne of Green Gables. 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 plays for each novel. We will invite parents, family members, staff & students. This drama presentation will help them to recall information, relate to the novels' characters in realistic, alive and meaningful ways to express their comprehension. 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

Part B: Direct Instruction Supplemental Program Information

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.

In addition, we have Imagine Learning Reading Software Program to help students enhance their reading and writing skills through the use of technology. 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. We welcome parents to join our school trips that align with the grade curriculums. Snacks will be provided to students before the classes start.

The schedule will be as follows:

Days: Wednesdays Grades 6-8 and Thursdays Grades 3-5.

Starting Date: Wednesday, September 10, 2014

Ending Date: Thursday, June 18, 2015

Place: School Library & 214 A

Time: 2:30-4:00 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:

Part C: Professional Development

October 24, 2014 ELL Liaison/Instruction Lead Meeting (CFN 204 / Half Day)

November 4, 2014-Professional Development (PS/MS 200/ All Day))

December 18, 2014- ELL Liaison/ Instruction Lead Meeting (CFN 204/ Half Day)

Bureau of Education & Research:

January 20, 2015–ELLs meet the Common Core State Standards for Literacy /k-5 (All Day)

February 12, 2015- Meet the rigorous Common Core Standards for writing/6-8 (All Day)

March 10, 2015-Making best uses of the iPad for ELLs/K-12 (All Day)

April 4, 2015-Common Core State Standards for Social Studies Instruction/6 -8 (All Day)

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:

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 New York State Testing Program (NYSITELL) 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, Dr. Mashriqi who speaks Pashto, 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. 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. For Spanish speaking ELLs are administer Spanish Lab to see their proficiency.

We held individual Title III, afternoon and evening meetings with parents at the first Parent Teacher Conference meetings. They understood the program is expanding CCLS and goals of the program. The translation help was provided both in writing and orally. We will invite parents to PTA meetings, open school week, IEP meetings, parent-teacher conferences, allow the parents to see how their children are

Part D: Parental Engagement Activities

progressing academically. We also welcome parents to join our school trips that align with the grade curriculums and drama performances of novels students are learning. They will receive native translated letters and service to inform about the meetings, trips and celebrate with their children. In addition, parents and students are welcome to use electronic or regular native language dictionaries and books.

Parental Involvement Meetings:

September 17, 2014- 1 hour meeting with ELL Parent Orientation Meeting (as needed)

September 23, 2014- Open School Week

November 13, 2014- Parent Teacher Conference & Individual Title III

Meetings for both Afternoon & Evening

November 17, 2014- ESL Trip: Queens County Farm Museum

(9:30 A.M.-1:30 P.M.)

December 2, 2014- ESL Trip: Jewish Children's Museum

(9:30 A.M.-1:30 P.M.)

February 10, 2014- ESL Trip: Flushing Town Hall

(9:30 A.M.-1:30 P.M.)

March 2015 (to be announced)- Parent Teacher Conference Meetings for both Afternoon & Evening

June 3, 2015- Drama Performance & Celebration for Middle School (3- 4P.M.)

June 18, 2015- Drama Performance & Celebration for Elementary (3- 4P.M.)

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 25	Borough Queens	School Number 200
School Name Pomonok		

B. Language Allocation Policy Team Composition [i](#) 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 Kevin McAuliffe	Assistant Principal Marc Caputo
Coach type here	Coach type here
ESL Teacher Esther Huh	Guidance Counselor Angela Loscalzo
Teacher/Subject Area Dianna Blake	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	464	Total number of ELLs	33	ELLs as share of total student population (%)	7.11%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	4	3	8	2	4	4	4	1	3					33
SELECT ONE														0
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	27	1	3	3			3		3	33

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
TOTAL	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
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/	B		1			1								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 Pinnell, 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. **①**
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 monitorig 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.

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

Our plan for continuing support for transitional students who reach proficiency on the NYSESLAT includes following the state mandate of allowing these students to continue receiving the same testing modifications they received as ELL's for up to two years after passing the NYSESLAT. Students who've recently tested out of our ESL program work with our teachers in a small group setting. The 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 tailored to their needs. There is ongoing planning and articulation between the classroom teachers and the ESL Provider to ensure that instruction is congruent. All ELLs in Grs. 1-8 are also encouraged to participate in any Extended Day, 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
FOR TBE /DL PROGRAMS: 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

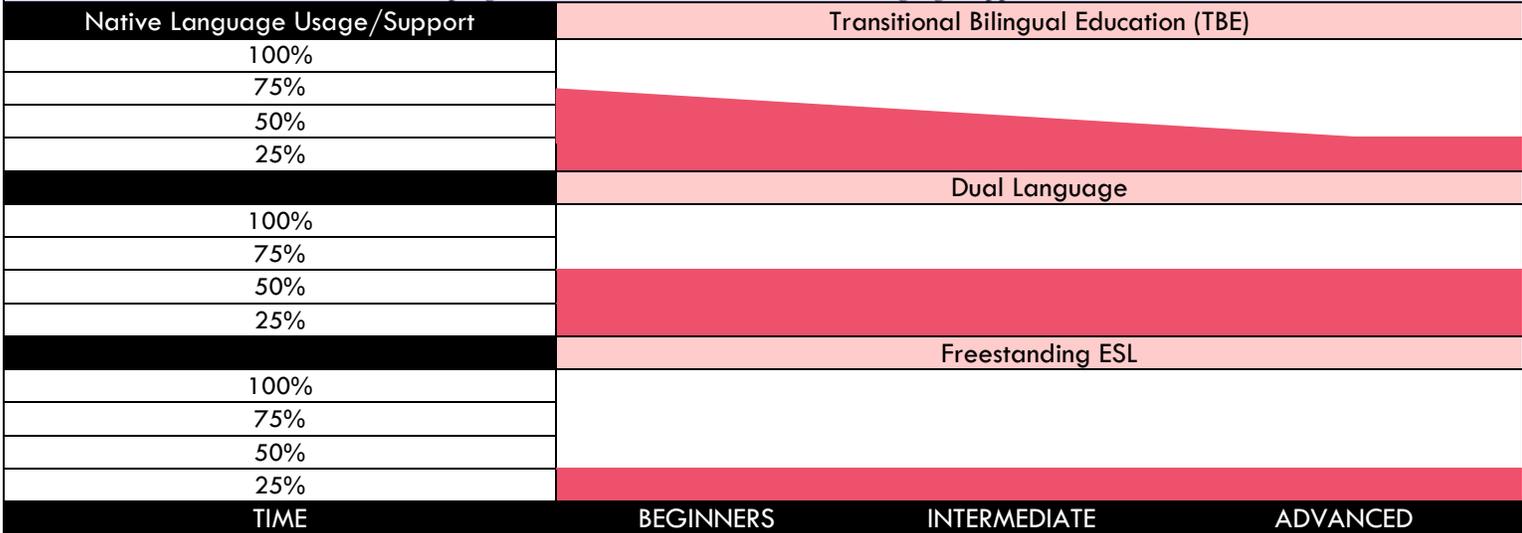
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.
- We have several intervention programs to support ELLs, ELA, math and other content areas. Title III, consists of a language para as 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 turnkeyed 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 Presentation/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-5th. 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

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

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.