

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q200

School Name:

PS/MS 200 - THE POMONOK SCHOOL & STAR ACADEMY

Principal:

KEVIN MCAULIFFE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/MS 200Q The Pomonok School & STAR Academy School Number (DBN): 25Q200

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: Janice McIntyre

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): N/A

N/A

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

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast

Director's Office Address: 28-11 Queens Plaza North Queens, NY 11101 4th floor

Director's Email Address: lpender@schools.nyc.gov

Phone Number: 917-225-2020 Fax: 718-391-8320

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stefanie Crist	Member/Teacher	
Barbara Papalexis	Member/Teacher	
Luisa Benanti	Member/Teacher	
Janice McIntyre	Member/Teacher	
Mary Knox	Member/Parent	
Tanisha Smythe	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Richard Mroz	Member/Parent	
Madelyn Dougherty	Member/Parent	
Patricia Meighoo	Member/Parent	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/MS 200's school motto is: 200 cares. We adopted this motto because it encompasses our shared values and goals. "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.

Our mission statement connects to this motto:

*The school community of PS/MS 200 strives to live by our motto, **200 cares**, and the meaning of the five letters in cares: **culture, access, rigor, evidence, and safety**. We act as members of a family by supporting one another and we celebrate each other's different **cultural backgrounds**. Children are given **access** to **rigorous learning experiences and diverse extra-curricular activities and athletics** so that they are prepared for high school, college, and careers. Students, teachers, and staff support their thinking with **evidence**. And every day, we work together to build the **safest school environment possible**.*

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

C stands for **culture** . It is our top priority to maintain a positive and nurturing school culture. We implement a range of positive behavioral interventions and we foster a sense of family in the building through school-wide events and monthly themes related to one's 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. We strive to give students the academic supports they will need to face challenging new concepts.

R stands for **rigor** . Rigorous instruction is the key to student achievement and progress. We define a rigorous lesson as one that calls on all students to be actively, intellectually engaged. 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. We are about to embark on a year of refinement, in which teacher teams will regularly evaluate the rigor of units of study in order to make appropriate modifications.

E stands for **evidence** . Teachers' professional learning will be closely tied to collaborative inquiry work this year. They will ground their professional learning in the evidence of student learning, which includes performance tasks and other types of assessments. Analysis of this evidence will help teachers adjust instructional practices in order to meet students' needs and it will enable teachers to give parents more information about their child's strengths and areas for improvement.

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.

Our Instructional Focus this year relates directly to the motto and Mission Statement:

To further refine instructional planning and practices through the regular, collaborative analysis of quantitative and qualitative student assessment data

This year we are dedicated to using the evidence of student learning to reflect on and refine our planning and practices in order to raise rigor and increase access to learning.

In order to support our work this year, we have joined the Learning Partners Program. Through action research with our partner schools, we will focus on rigorous instruction and collaborative teacher teams. It is only through teamwork that we will be able to build and maintain coherence across grade levels.

25Q200 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	471	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				11
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	N/A	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	57.5%	% Attendance Rate		92.9%
% Free Lunch	59.3%	% Reduced Lunch		15.3%
% Limited English Proficient	7.3%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		25.2%
% Hispanic or Latino	41.6%	% Asian or Native Hawaiian/Pacific Islander		14.2%
% White	17.2%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.4%	Mathematics Performance at levels 3 & 4		30.0%
Science Performance at levels 3 & 4 (4th Grade)	93.9%	Science Performance at levels 3 & 4 (8th Grade)		53.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		53.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Rigor is reflected in grade teams’ unit plans, as recognized in our most recent Quality Review Report. Teachers collaborate frequently with colleagues to plan and to analyze student work and they tie this inquiry work back to their own instructional practices so that they are continually striving to improve. According to the most recent 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, as evidenced by our most recent PPO visit. Additionally, according to the 2015 state exams, 31% of students in Grades 3-8 were proficient in ELA and 30% were proficient in Math.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of teachers will have achieved two or more Effective or Highly Effective observation ratings in Component 3d (Using Assessment in Instruction) of the Danielson Framework for Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
The principal and assistant principal will observe all teachers regularly and they will provide thorough feedback and next steps, often related specifically to using assessment in instruction (Component 3d).	All teachers	October 2015 to May 2016	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	October 2015 to June 2016	Kevin McAuliffe; Marc Caputo; Highly Effective-rated teachers
Teachers will engage in weekly professional learning tied to the regular analysis of student work and trends in this assessment evidence. They will have set times to engage in data-based instructional planning using this evidence.	All teachers	September 2015 to June 2016	Kevin McAuliffe; Marc Caputo; Professional Learning Committee
As part of the Learning Partners Program, PS/MS 200 will engage in monthly action research in conjunction with three partner schools. This research is tied to two Framework elements: rigorous instruction and collaborative teachers.	K-5 teachers	July 2015 to June 2016	Kevin McAuliffe; Learning Partners Program team
Teacher teams will periodically evaluate their units of study for rigor using the EQulP Rubric for Lessons & Units.	PK-8 teachers	October 2015 to June 2015	Kevin McAuliffe; Marc Caputo

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Staff salaries, per session, per diem • TeachBoost online resource • Textbooks and Core Curriculum resources • Learning Partners Program Model Teacher funding

- The Letter People Pre-K program

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, 40% of teachers evaluated under the Advance system will have achieved two Effective or Highly Effective ratings in Danielson Component 3d.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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-K to Grade 8. However, our 2014-2015 NYC School Survey indicates that we need the most improvement in this element of the Framework for Great Schools. There were 78% positive responses for questions related to Supportive Environment, which falls short of the city average.

Parent and Teacher survey responses were much more positive than student responses. In fact, positive parent and teacher responses exceeded the city average. However, student responses were quite different. Even though we are a PK-8 school, these responses come only from our middle school-level students. 72% of students surveyed agreed or strongly agreed that their teachers expect them to learn from their peers. 52% of students surveyed stated that just some of their classmates feel it is important to come to school every day.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, staff and students will help to improve school safety through our Spots program, service initiatives, and progressive discipline and guidance, as evidenced by a 5% increase in positive responses in the Supportive Environment category of the 2016 NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will continue to promote and expand the Spots program, which is our school's version of PBIS. Classes earn “Spots” (small cards) when a staff member spots them practicing our school’s values of respect, responsibility, and kindness.</p>	<p>All classes</p>	<p>September 2015 to June 2016</p>	<p>Dina Shmuel – Spot Team facilitator</p>
<p>Students will have multiple opportunities to participate in extracurricular activities, like student government, CHAMPS, BOKS, and the Central Queens Y after-school program.</p>	<p>All students</p>	<p>Fall 2015, Winter 2016, Spring 2016</p>	<p>Craig Lastres; Maria Lastres; Christine McDonough; Jason Gelfand; Jen Zito</p>
<p>Each month will be dedicated to a specific character trait and a Book of the Month that exemplifies that trait. Buddy classes will engage in Book of the Month activities and students who demonstrate the monthly character trait will be chosen as Student of the Month.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Paul Goldberg – AP; Eileen Cortes – Parent Coordinator</p>
<p>We will continue to monitor daily attendance and students will announce classes with perfect attendance each day. We will also continue to match chronically absent students with Success Mentors, who will support students with a significant number of absences.</p>	<p>Chronically absent students</p>	<p>September 2015 to June 2016</p>	<p>Nora Soto; Kevin McAuliffe; Jocelyn Zuppani</p>
<p>Middle school students will receive ID cards for the first time this year. These cards will be tied to a progressive discipline and guidance program for those grade levels.</p>	<p>Middle school students</p>	<p>9/15 to 6/16</p>	<p>Marc Caputo</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Staff salaries (per diem) • School supplies to support initiatives • School Leadership Team • PTA Executive Board

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By March 2016, 75% of students will indicate that they feel safe inside their classrooms and in the hallways, as evidenced by their responses to the mid-year, school-produced learning environment survey.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our most recent 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 support of teachers during the observation process, and opportunities for teachers to step into leadership roles and support their colleagues. Last year’s PPO feedback identified one important area of focus: tying collaborative inquiry to instruction. While teachers engage in rich discussions about student work and trends in assessment data, there is not always a direct connection to instructional practices. Professional learning in 2015-2016 will be characterized by frequent collaborative inquiry so that teacher teams consistently analyze student work and to make adjustments to written plans and instructional practices.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teacher teams will have engaged in weekly, structured professional learning, resulting in 85% of students having progressed toward or achieved grade-level mastery, according to the results of our school's Common Core Standards-aligned benchmark assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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?
The 2015-2016 Professional Learning Plan will reflect the school's commitment to collaborative professional development by establishing frequent opportunities for team inquiry, item analysis, data-based planning, portfolio review, and unit plan analysis.	All teachers	September 2015 to June 2016	Kevin McAuliffe; Professional Learning Committee
As part of the Learning Partners Program, PS/MS 200 will engage in monthly action research in conjunction with three partner schools. This research is tied to two Framework elements: rigorous instruction and collaborative teachers.	K-5 teachers	July 2015 to June 2016	Kevin McAuliffe; Learning Partners Program team
Teachers will periodically join those from other District 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 & middle school teachers	September 2015 to June 2016	Marc Caputo
The Supervisory Inquiry Team will provide cycles of small-group support to teacher teams based on trends in qualitative and quantitative data.	All teachers	September 2015 to June 2016	Supervisory Inquiry Team
Teacher teams will use protocols during all professional learning meetings to ensure efficiency, effectiveness, and coherence across grade levels.	Teacher teams	Sept 2015 to June 2016	Supervisory Inquiry Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Staff salaries • Per diem for substitute teachers • Resources for professional learning • Professional Learning Committee • Supervisory Inquiry Team • School Leadership Team

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, all teacher teams will have engaged in weekly, structured professional learning, resulting in 45% of students having progressed toward or achieved grade-level mastery, according to the results of our school's Common Core Standards-aligned benchmark assessments.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our most recent Quality Review Report states that 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 the 2015 NYC School Survey, 96% of parents strongly agree or agree that the principal works to create a sense of community in the school. 94% of teachers strongly agree or agree that the principal makes clear to the staff his expectations for meeting instructional goals, 97% strongly agree or agree that the principal sets high standards for student learning, and 92% strongly agree or agree that the principal communicates a clear vision for the school. However, our students in grades 3-8 struggled to achieve proficiency in ELA and Math, according to the 2015 state exams. 31% of students are proficient in ELA and 30% are proficient in Math. Effective school leadership will foster more effective instructional practices, and our children's achievement levels will rise.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the principal will have nurtured the professional growth of teachers by engaging in regular Supervisory Inquiry work with fellow school leaders and teacher leaders and then supporting teacher teams based on trends observed, resulting in a 4% increase in school-wide proficiency on the 2016 ELA and Math exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The principal will form a Supervisory Inquiry Team comprised of school leaders and teacher leaders. They will engage in weekly or bi-weekly inquiry meetings during which they will study trends in teacher performance and student achievement.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Supervisory Inquiry Team</p>
<p>The principal will regularly consult with the Professional Learning Committee to assess the impact of professional learning and to revise the plan when necessary. Benchmark assessment results will also indicate the impact of teachers' professional learning.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Professional Learning Committee</p>
<p>Teachers and school leaders will utilize a year-long professional learning/assessment calendar that includes dates for inquiry, benchmark assessments, item analysis, data-based planning, and unit analysis, and portfolio review.</p>	<p>School leaders and teachers</p>	<p>September 2015 to June 2016</p>	<p>Supervisory Inquiry Team; Professional Learning Committee</p>
<p>The principal will facilitate students' preparation for state exams by establishing effective methods for teachers to integrate test prep into the regular curriculum. We also aim to also host an after-school test prep program for students.</p>	<p>Students in Grades 3-8</p>	<p>September 2015 to April 2016</p>	<p>Kevin McAuliffe; Marc Caputo</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Title III after-school program Resources for test preparation Outside support for small group instruction Educational software including iReady, Engrade, Raz-Kids Per session for after-school test preparation Per diem for teachers to visit partner school</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, 80% of teachers will indicate that school leaders have supported their professional growth and have in turn contributed to academic gains by their students, according to a mid-year Teacher Survey.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2015 NYC School Survey: 85% of parents/guardians agree or strongly agree that the principal promotes family and community involvement in the school; 95% of parents/guardians strongly agree, agree, or somewhat agree that they are greeted warmly when they call or visit the school; 94% strongly agree or agree that they feel respected by their child's teachers; 93% strongly agree, agree, or somewhat agree that the staff works hard to build trusting relationships with parents/guardians. In this same survey, 49% of parents indicated that they have never volunteered time to support our school.

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 and we have an active PTA that hosts many school events. 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will have cultivated a stronger partnership with parents and families, as evidenced by a 5% increase in the percentage of parents/guardians who volunteer their time to support their school, according to the 2016 NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
The school will foster its current community partnerships, including the Margaret Tietz Nursing & Rehabilitation Center, and we will expand our community partnerships to other institutions like the Pomonok Senior Center.	All students	September 2015 to June 2016	PTA Executive Board; Barbara Papalexis; Eileen Cortes; Kevin McAuliffe; SLT
The school will give parents many opportunities to visit, including: monthly Coffee & Conversation with the principal, Common Core workshops with the principal, monthly morning and evening PTA meetings, performances, PTA events, celebrations, and Career Day.	All parents & guardians	September 2015 to June 2016	Kevin McAuliffe; Heather Prout; Eileen Cortes; Angela Loscalzo
In the fall and spring, parents and guardians will be asked to complete a learning environment survey consisting of questions related to safety, learning, school culture, and communication.	All parents & guardians	October 2015 to May 2016	Kevin McAuliffe; Eileen Cortes; Heather Prout
Each month, teachers will update a portion of the school website with information related to their class. Additionally, teachers will send home a class newsletter each month.	All parents & guardians	October 2015 to June 2016	All teachers
The School Leadership Team will focus primarily on this element of the Framework this year. Their mission is to provide diverse opportunities for parents and families to become involved.	SLT	October 2015 to June 2016	Kevin McAuliffe; Eileen Cortes; Heather Prout
In March, teachers and staff will assess the percentage of students' parents who have volunteered their time to support the school.	Teachers and staff	March 2016	SLT

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • PTA Executive Board • School Leadership Team • Staff salaries

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In March 2016, we will have demonstrated progress toward this goal, as evidenced by the results of a survey of teachers and staff about parent volunteering. Progress would be demonstrated by teachers and staff indicating that 52% or more of students' parents have volunteered their time to support the school.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</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 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)	2015 exam results	Guided reading	Small group	During the school day
	Fountas & Pinnell reading levels	Phonics	After-school test prep	Before/after school
Mathematics	2015 exam results	Go Math RTI	Small group	During the school day
		Stations teaching	After-school test prep	Before/after school
		Parallel teaching		
Science	Class assessments	Writing in content areas	Small group	During the school day
		Stations teaching	Strategic partnerships	
Social Studies	Class assessments	Writing in content areas	Small group	During the school day
		Stations teaching	Strategic partnerships	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher reports	Anger management	Full-time guidance counselor works with mandated and non-mandated students	During the school day
Parent feedback	Behavior modifications			
OORS data	Social skills	Pull-out, push-in, and small group counseling		
IEP mandates				

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	81,308.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,789,895.00		

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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 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 English Language Learners and 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 to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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 the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 Association (or Parent-Teacher Association) and Title I Parent Committee;

supporting or hosting Family Day events;

establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

encouraging more parents to become trained school volunteers;

providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (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 on assessments.

School Responsibilities:

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

using academic learning time efficiently;

respecting cultural, racial and ethnic differences;

implementing a curriculum aligned to the Common Core State Learning Standards;

offering high quality instruction in all content areas;

providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

taking full advantage of the 40 minutes of parent engagement time built into the work week this year;

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 speaking parents;

notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

supporting parental involvement activities as requested by parents;

ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

informing parents of who to contact at school for specific types of concerns

Parent/Guardian Responsibilities:

monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

check and assist my child in completing homework tasks, when necessary;

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

encourage my child to follow school rules and regulations and discuss this Compact with my child;

volunteer in my child's school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child's education;

communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

learn more about teaching and learning strategies whenever possible;

take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child;

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.

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>Pomonok</u>	DBN: <u>25Q200</u>
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
Total # of ELLs to be served: <u>18</u>
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: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

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 an after school English-Language Enrichment Program, led by a certified ENL teacher and one general education teacher. The purpose of this program is to strengthen students' reading and writing abilities. Children will participate in an Imagine Learning Reading Software Program to help them enhance their reading and writing skills through the use of technology. In addition, students will engage in reading and writing activities that are aligned with the standards.

This is a personalized Common Core based learning program for English Language Learners, which incorporates essential reading components and practices. Instruction is segmented into smaller, more manageable parts, so that students' learning is logically sequenced. Students learn a strategy, apply it in reading various rich texts, and receive immediate feedback informing them and their teacher of their progress. These assessments will in turn be used to inform and scaffold instruction even further. General Education and ENL teachers will work collaboratively to examine students' benchmark assessments in order to determine the areas of weakness. In addition, students will be given an on demand narrative writing assessment. Based on data from assessments, students will be grouped accordingly. The goal of the after school program is to identify what their needs are and immerse students in rich reading and writing activities. Students writing will be based on argumentative, expository and narrative. Most of their reading will be short texts and the Common Core standards will be addressed. Students will not only respond to text dependent questions based on the text, but also learn how to create text dependent questions. Students' progress will be monitored based on on-going formative assessments.

Our ELL students struggle with comprehending complex texts, and most of the time the lack of comprehension stems from their inability to unpack the text. This inability of unpacking the text is partially due to the difficult vocabulary words that are embedded in these texts. Therefore, we must expose them to fiction and nonfiction texts with a particular focus on key concepts and vocabulary. By becoming familiar with different kinds of texts, and understanding text structures, students will be able to monitor their own comprehension as they navigate through the text. With developing these skills, students will be able to independently read with some level of comfort.

In grades 3-8, we have 16 LEP students, at the Entering, Emerging, Transitioning, and Expanding levels, and 15 students at the Commanding level. Fifteen of these students are current ELLs, and fifteen of them are former ELLs who became Commanding within the past two years. The program will be offered to Grades 3-8 two times per week as follows:

14 students in Grades 3-5 will meet every Thursday

17 students in Grades 6-8 will meet every Wednesday

Instruction will be conducted in English and will be differentiated to meet all ENL levels. 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 believe the students will greatly benefit from additional small group instruction that focuses on reading, writing, listening, and speaking skills, and incorporates the use of fun and exciting activities, while creating a culturally inclusive environment. We want the students to have a positive academic language learning experience, in a low anxiety setting. For these reasons, we selected the program mentioned above because it incorporates reading, speaking, writing and listening skills in a stimulating way, while also being aligned with the Common Core State Standards.

Part B: Direct Instruction Supplemental Program Information

Due to the fact that parental involvement is important, our goal is to encourage parents to be proactive in their children's learning experiences. Therefore, parents will be invited to writing celebrations after students have published writing pieces. In addition, parents will be given opportunities where they are able observe and support their child's learning. We will have individual Title III orientation meeting during Parent Teacher Conference for both Afternoon and Evening. Articulation meetings with parents on Tuesday afternoons in order to discuss children's academic growth and next steps.

-
Schedule for Title III Program 2015-2016

Wednesdays: Grades 6-8

Thursdays: Grades 3-5

Starting Date: Wednesday, November 11, 2015

Ending Date: Thursday, June 23, 2016

Place: School Library & Room 307

Time: 2:30-4:00 P.M.

*Snacks will be provided to students before the classes begin.

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-
-

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 and part time ESL teachers. 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 teachers 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:

Last year I attended the following workshops, and I plan to attend workshops this year as soon as the dates become available to me.

*ELL Liaison/Instruction Lead Meeting (CFN 204 / Half Day)

*ELL Liaison/ Instruction Lead Meeting (CFN 204/ Half Day)

*November 3, 2015- Professional Development (PS/MS 200/ All Day)

Bureau of Education & Research:

* December 7, 2015- Practical Writing Strategies/ K-6 (All Day)

*February 26, 2016- What's New in Children's Books 2016 (All Day)

*March 4, 2016- Differentiating Using Small Group/ K-2 (All Day)

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-

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 will fill out their HLIS form 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, 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 ENL Program the ENL 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, the Spanish Lab is administered to determine their proficiency. We held individual Title III, afternoon and evening meetings with parents at the first Parent Teacher Conference meetings. The parents are informed that the program is aligned with the CCLS. The information was translated to the parents in a written form and orally. We will invite parents to PTA meetings, open school week, IEP meetings, parent-teacher conferences, to allow the parents to see how their children are progressing academically. in addition, parents will be invited to visit the afterschool program where they will be actively involved in writing celebrtions and articulation conferences. They will receive notices that are translated in their native language. These notices will provide them with information regarding on-going important school events. In addition, parents and students will be provided with dictionaries and elcctronic devices that will help with comprehension.

Parental Involvement Meetings:

*September 25, 2015- 1 hour meeting with ELL Parent Orientation Meeting (as needed)

*September 30, 2015- Open School Week

*October 19, 2015 – Middle School Open House (5th grade families) & High School Application Meeting

*October 29, 2015- Parent-Teacher Conferences

*November 5, 2015- Parent Teacher Conference & Individual Title III
Meetings for both Afternoon & Evening

*November/ 2015- May 2016 After School Conferences as needed on Tuesday afternoon

*December 2015-June 2016 (to be announced) Writing/Publishing Celebrations

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

-

-

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 	-	<u>50.13X 200=\$10,026</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	-	<u>167.50x2=335</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	<u>Code 100/ \$339</u>
Educational Software (Object Code 199)	_____	<u>\$500</u>
Travel	_____	_____
Other	_____	_____
TOTAL	_____	<u>\$11,200.00</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 200
School Name Pomonok		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Kevin McAuliffe	Assistant Principal Marc Caputo
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Esther Huh	School Counselor Angela Loscalzo
Teacher/Subject Area Diana Blake/General Educator	Parent Heather Prout
Teacher/Subject Area Jessica Zarian/ E. N. L	Parent Coordinator Eileen Cortes
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Danielle DiMango	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	438	Total number of ELLs	32	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" 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 checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	27		5	4		2	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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		6	2	1	1		1		3					0
Chinese		1	1	1	2		1	1						0
Russian		1	1						1					0
Bengali					1		1							0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1						3						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1	1					0
Emerging (Low Intermediate)	2		1	1			2							0
Transitioning (High Intermediate)	4			1	2		1							0
Expanding (Advanced)		5	3	1	3	1		1	1					0
Commanding (Proficient)		2	1	1	2	2	4	2	4					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		2	1	1	2	2	4	2	4					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	2			0
5	2	2			0
6	4	2		1	0
7	1	2			0
8	3	1	1		0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	4		1		2				0
5			1	1	1				0
6	3			4					0
7		1	1	1					0
8	2	1				2			0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					2			1	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 the ELL population in their classes, by informing the teacher about the child's ability to respond in various ways to text. This information will inform teachers of a child's ability to not only decode text, but also to comprehend the text read. In addition to Fountas and Pinnel, the classroom teachers use pre & post assessments at various points through the year to measure growth and ensure that ELLs are approaching grade level proficiency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

NYSITELL and NYSESLAT data reveals that our ELLs are stronger in their Listening and Speaking skills, than they are in Reading and Writing. While reviewing the data of students who scored "Entering", "Emerging" or "Transitioning" level of English proficiency, we noted a common deficiency in these students ability to decode, determine meaning of vocabulary terms, as well as an overall thorough comprehension of read texts. However, students who scored at the "Expanding" level of proficiency were noted to have a stronger ability to decode words, syntax, and a narrower deficiency in both comprehension and in Writing.
- 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 create and meet a measureable goal that has been set for them.

The data collected on these students is highly effective for planning purposes, as all of the curriculum choices made for our students are data driven to best help meet the needs of our learners. We support learners comprehension of higher level texts, by providing bilingual texts and dictionaries to students when appropriate.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

We have noticed that most of the ELLs that scored a proficiency level of "expanding" or "commanding" on the NYSITELL or "proficient" on the NYSESLAT exam in 2014, scored levels 2 through 4 on both the Math and ELA exam. Although it should be noted that students scored higher in the Math exam, than on the ELA exam, which could be in part due to the option for students to take the Math exam in their home language, although not all students choose to do so. About half of the students take the Math exam in their home language, however the scores of those who choose to take the test in their home language, and those who take it in English are comparable and do not show a notable difference. The lower scores on the ELA exam has helped both school leadership and teachers to acknowledge that most ELLs have more difficulty mastering the complexities of the English language, which is why steps have been taken to provide English Language support to our ELLs during both reading and writing classes. Additionally, E-PAL (Gr. K-3) and Acuity Periodic Instructionally Targeted Assessments (Gr. 3-8) are given to all ELLs in both Math and ELA as a periodic assessment to help determine areas of weakness, pinpoint re-teaching strategies, and grouping students based on academic needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 student's new language development is considered in instructional decisions?
A child's second language development is considered in all instructional decisions in a variety of ways. Through on-going conferencing between 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Paste response to question here: 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.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Paste response to question 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 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, 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. In addition, Ms. Huh and Mrs. Zarin administered the HLIS and oral interviews within 10 school days.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Not Applicable since to date we have not had any SIFE students. However, the SIFE questionnaire, student work will be used to determine these students in future.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT, which includes the ESL teacher, the director special education, school administrator, parent or guardian and a translator if necessary will meet and discuss the individual student and make an appropriate decision based on the data the school has, including the use of appendix of EPRG for SIFE identification if appropriate. The team will create the timeline within 20 days to accept or reject the LPT recommendation and ELL service placement if applicable.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teacher sends entitlement and non-entitlement forms out to all students who took the NYSITELL exam to parents in their home language within five days.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of their right to appeal within 45 days of enrollment during the orientation meeting.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 NYSITELL 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 in the parents home language. The ESL Department, including Ms. Huh and Mrs. Zarian holds an orientation within the first ten days of school, informing parents of the 3 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. Parents are then notified that if no preference is indicated that bilingual is default placement when parent survey is not returned.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The students are administered the NYSITELL by an ESL certified teacher, either Ms. Huh and Mrs. Zarian to see how proficient they are in English. After calculating the results of the NYSITELL, 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 NYSITELL English and Spanish. Spanish LAB is given when appropriately needed to Spanish speaking students. The results of the Spanish NYSITELL 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 writing 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. The ESL team then hosts an orientation meeting which parents fill out the parent survey and handed to the ESL team for proper storing. The ESL team reviews all surveys to monitor for parent program choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Both the Parent Survey and Program Selection forms are collected at the orientation meeting. Parents who do not attend the orientation meeting will get a phone call to set up a meeting. 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.

9. Describe how your school ensures that placement parent notification letters are distributed.
Based on the child's NYSESLAT/NYSITELL scores the ESL team will create and distribute parent notification letters in the parents home language with in 10 days.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ESL team, including Ms. Huh and Mrs. Zarian retains and updates a file on each ELL student, and maintains that file throughout their time in the school. The file is secured in a locked file cabinet in the esl room, and can only be accessed by the ESL team and the school administration.
11. 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.
The annual evaluation of ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) happened every spring. ATS reports generated by Me. Huh nad Mrs. Zarian to determine the NYSESLAT eligibility. 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. The ESL team along with school administration works together to ensure that all ELLs are administered all 4 components of the NYSESLAT. Test results are then used to aid in determining the students' placements in the ESL program for the following school year. Results are also used to facilitate changes in allotted times of ESL instruction based upon each student's proficiency level.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Based on the child's NYSESLAT/NYSITELL scores the ESL team will create and distribute continued entitlement and transitional support parent notification letters in the parents home language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Paste response to question here: 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
The freestanding ENL program at PS/MS 200 is traditional in that all instruction is provided in English. The ESL teacher and the classroom teachers meet regularly to collaborate to determine how to best meet the educational needs of the students for the heterogeneous Push-In and mixed proficiency levels and grades for the Pull-Out Models.
 - b. TBE program. *If applicable.*
: N/A
 - c. DL program. *If applicable.*
: N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All NYSITELL scores are reviewed by the ENL team to determine the appropriate amount of instructional minutes the child is mandated to receive. Once that determination has been determined the ESL teacher works with the child's classroom teacher to determine the best time for the student to receive push in/pull out services. Students who are entering and emerging receive 360 minutes per week (1/2 pull out and 1/2 push in). Students who are transitioning or expanding receive 180 minutes per week of push in services. Students who are considered commanding receive 90 minutes per week of push in service. All push in and pull out services are provided by a teacher who holds both TESOL and childhood education certifications.
3. Describe how core content is delivered in each program model. 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.

Paste response here: 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 Software, 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 home languages throughout the year?

Paste response to question here: 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?

Paste response to question here: Students are Assessed using formative assessment, summative assessment, benchmark assessment, progress monitoring and performance based assessment. Formal and informal exams evaluate speaking, listening, reading and writing modalities. Lab-R and NYSESLAT are determining factors for students' present and future placement.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

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.

Additionally, students who pass out of ENL and score "commanding" or proficient will receive two additional years of push in ENL service provided by a licensed TESOL educator.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

For students reidentified as ELL or non-ELL, based on an approved reidentification appeal The LPT, which includes the ESL teacher, the director special education, school administrator, parent or guardian and a translator if necessary will meet and discuss the individual student and make an appropriate decision based on the data the school has, including the use of appendix of EPRG for SIFE identification if appropriate. The team will create the timeline within 20 days to accept or reject the LPT recommendation and ELL service placement if applicable.

Chart 5.1 How do 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 ebedded within to help meet the needs of our ELLs. For example, in the ReadyGen program, scaffolded instruction is provided for the English Language Learners. In the GO Math program there are language support materials available to teachers to use for the ELL popopation. In addition, teachers make child specific changes to curriculum to better help the ELLs in their classrooms.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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, depending on their ENL level, 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. Please note chart 5.1 for specifics as to student levels and associated mintues of push in vs. pull out instruction.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

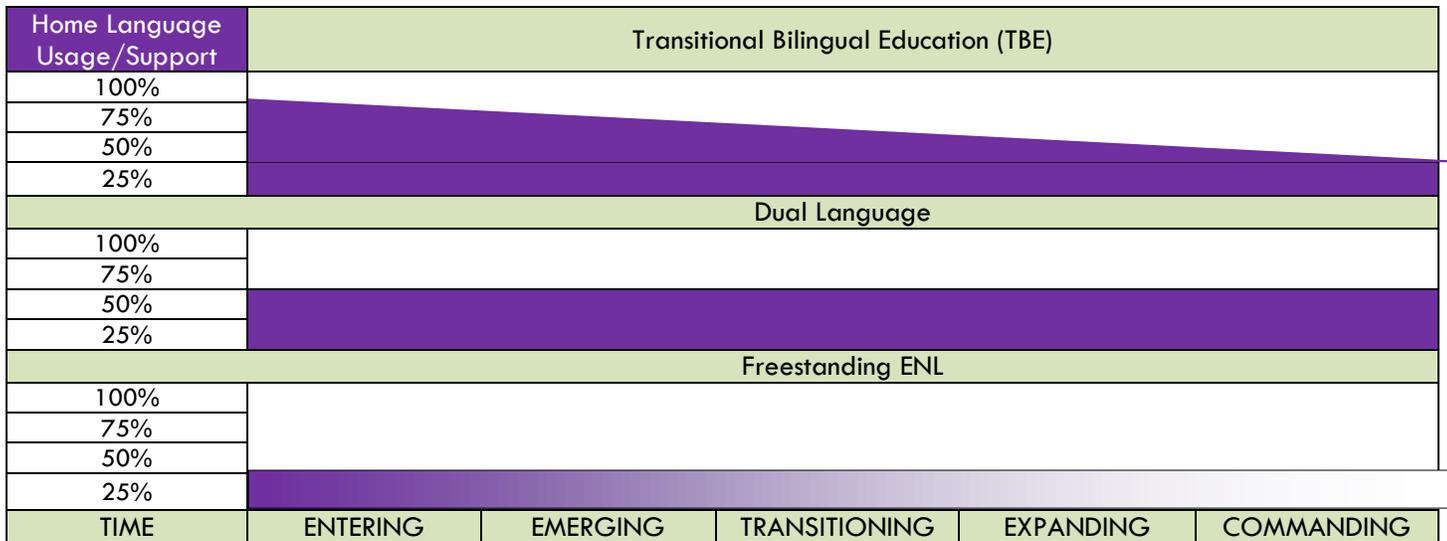


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 available to support ELLs, in the areas of ELA, math and other content areas. Title III helps provide ELLs with a language para as needed, Speech services, Guidance, SETSS, Spanish, Science Test Prep, Saturday Test Prep and Extended Day services for all ELL students.
11. 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/NYSITELL data reveals ELLs are moving towards advance levels, and the ELL Curriculum & Instruction are practiced with meeting the demands of the Common Core Learning Standards. The ESL teachers will continue to participate in the planning and give input on better ways to service our ELL population, in Literacy, Math, Social Studies and Science.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming 2015-2016 school year we have added the addition of a part time TESOL licensed teacher 3 days per week to provide additional ENL services to our ELLs.
13. What programs/services for ELLs will be discontinued and why?
No programs for ELLs have been discontinued
14. 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 school programs, as we do not limit their access to any program in which the school runs. Additionally, we offer supplemental services to ELL's, through after school programs. This year the Central Queens Y is providing a free after-school program for all students in grades K-5, in which our ELLs are invited to participate in. In addition, there is a Title III after-school program which offers ELLs the opportunity to incorporate the reading of drama, non-fiction and fiction books to reinforce academic vocabulary and focusing on a wide depth of knowledge. Students in this program meet twice a week. Additionally, English Language Learners are able to attend our RTI and Lunch Time Intervention made possible by volunteer teachers. This service provides additional support that supplements regular classroom and ESL instruction.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The 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 various available internet services, which are secondary to continuous oral and written skill instruction. We also include curriculum-based field trips to offer hands on experiences to our ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language support is delivered by use of materials that have instructions and words in both languages for students. In addition, we have multicultural books and materials that have vocabulary and content area information in both languages for students. We also have picture dictionaries in several languages available in both the school library as well as in ESL classroom.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services, supports and resources correspond to the ELLs age and grade levels, since all ELLs are grouped according to "grade age appropriateness." This means that all ELLs, unless they were previously held over, remain in a classroom with students who are their age/grade level regardless of English proficiency. This allows all ELLs to be supported in an age appropriate manner.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We offer an offsite ESL Summer School Program. The teachers facilitating the program use summer reading lists, picture books, audio books, and Music to help support the ELL students in the program before the beginning of the school year.
19. What language electives are offered to ELLs?
Spanish Language Class is available to all students, including ELLs in grades 6-8.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The school provides professional development for all teachers of ELLs every Monday from the hours of 2:30-3:45. It is during these meetings in which professional development is geared toward the best practices and instruction as well as the inquiry process, which has been proven to help provide successful instruction to our ELL population.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The process of professional development (PD) offered to teachers of ELLs to help support them as they engage in the CCLS is ongoing. Teachers started to receive PD on these standards when they were initially rolled out several years ago, and continue to receive PD weekly. This year the new ENL push in/pull out requirements state that more push in time is required. The ESL team (Ms. Huh and Ms. Zarian), along with school administration, and classroom teachers of ELLs are participating in a 7 week intensive "push in" model approach professional development, in which participants will learn how to better service the ESL students in the classroom while working collaboratively with each other to ensure that the CCLS are being met.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Since PS/MS 200 is a Pre-K -8th grade school, students have the consistency of having the same ENL teacher from elementary school to high school. In addition this year, Elementary school ELLs, in grades 3-5 will be invited to participate in an afterschool program which will focus on the writing process. This will help prepare these students for middle school, since this is the area in which most ELLs struggle. We will also be conducting a similar program for 6-8th grade ELLs to help prepare them for the writing they will need to do once they get to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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 paraprofessionals by giving them ESL strategies for their ELLs 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 one paraprofessional 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 ELLs. In the past some of the workshops were included, ELL Liaison/ Instructional Lead Meeting and 4 more workshops are planned. Some of the Professional Development dates include: ELL Citywide ELL Elementary Conference. This will be a day spent with National experts, BER's Presentation/ CommonCore writing for ELLs BER's Presentation/iPad for grades 6-12, and 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.



C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Ms. Huh as well as the students classroom teachers have time in their schedule weekly for parent engagement. These meetings take place every Tuesday and provide the ESL teachers and the classroom teachers an opportunity to meet with the parents outside of the 4 parent teacher conferences per year.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Records of each parent meeting are kept with a sign in sheet, to ensure that all ELL parents are being seen.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In addition to activities such as family nights, annual literacy events and other school sponsored events, in which the parents of ELLs are encouraged to attend, our ELLs participate in an afterschool program which has opportunities for ELL parents to get involved with the school community. Information about these events are sent home in the parents home language and the events have translators available when possible.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At the moment PS/MS 200 does not partner with any outside community Based Organizations to provide services to ELL parents, however we are currently in the process of looking for such an agency to provide such service.
5. How do you evaluate the needs of the parents?

At Ps/Ms 200 we meet with the parents of our ELLs on a regular basis. It is during these meetings that we get an opportunity to speak with parents about their individual needs and plan for changes to our programs as necessary.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: 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.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q200** School Name: **The Pominok School**
Superintendent: **DiMango**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. In addition, the school has access to the RAPL reports which will allow us to run reports for the parents preferred language for any given grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We typically disseminate many translated documents to parents including, but not limited to annual handbooks, newsletters, ccalendars, parent teacher conference announcements, after school program information, New York State testing dates, general information regarding student curriculum, as well as letters from school leadership.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have many opportunities for our students' parents and guardians to meet and interact with teachers and administration at the school. In addition to several enrichment events in which parents are invited to throughout the year, The school currently has 4 parent teacher conferences in September, November, March and May. The conferences give parents an opportunity to discuss their child's progress one on one with the teacher. Additionally, the school's Parent Teacher Association (PTA) holds meetings monthly to keep parents up to date with school events and news. This is also an opportunity for parents to get involved in our school community.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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. We have multiple staff members who speak languages identified in this document and therefore are able to translate letters and documents here at school with their help. This leaves no

delay in the distribution of these documents. When 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As mentioned previously, we have multiple staff members that speak the languages of the parents in our school and are available to help translate when needed. They are willing to interpret during small meetings between parents and teachers, as well as during larger meetings with parents and families. One of our largest translation needs in our school is Spanish, as that is the most common language spoken by our parents. Our Parent Coordinator is fluent in Spanish and interprets often. When a staff member is unavailable to translate, we enlist the help of parent volunteers to interpret. Between our staff and parent volunteers, we often have our translation needs met, but know that if needed, we can utilize the DOE's phone translation service or reach out to approved translation vendors.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To ensure that all staff members are aware of how to use the translation services available at our school, as well as the over-the-phone interpretation service, time during our September staff meeting is set aside to review the procedures. In addition, a follow up staff email is sent out, informing staff where they can find the T&I brochure, Language ID guide, and Language Palm cards. Additionally, all teachers and staff have received a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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, in order to keep parents informed the Welcome Poster provided by the DOE is posted at the front of the school, and additional materials such as the Parents' Bill of Rights, Parents' Guide to Language Access, and the Language ID Guide is available at the security desk and the main office, as well as in the parent coordinator's office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Annually, we ask parents to fill out a parent survey about our school. This survey provides us with fantastic insight as to the school community and curriculum, as well as the quality and availability of services. This allows us to review our current system and make changes as needed. Additionally, the school is working on scheduling a focus group of parents inclusive of all cultures and languages represented in our school to help us gather feedback.