



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** DAVID D. PORTER SCHOOL (P.S. 94Q)

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** DBN26Q094

**PRINCIPAL:** JOANN BARBEOSCH **EMAIL:** JBARBEO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ANITA SAUNDERS

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
JoAnn Barbeosch	*Principal or Designee	
Susan Mazzo	*UFT Chapter Leader or Designee	
Jade Conforti	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lynn Leon	Member/Teacher	
Jeri Strohschein	Member/Teacher	
Theresa Hoffmann	Member/Teacher	

Mary Mitchell	Member/Parent	
Jennifer Schiff	Member/Parent	
Lisa Policar	Member/Parent	
Effie Nicolaou	Member/Parent	

### ANNUAL GOAL #1 AND ACTION PLAN

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

#### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2012 our students will demonstrate progress towards achieving state standards as measured by a 5% increase of the students scoring at levels 3 and 4 on The New York State Math Assessment.*

#### **Comprehensive needs assessment**

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

*After analyzing student data on State Math Assessments it was determined that the vast majority of our students scores level 3 and 4 by targeting the lowest 1/3 of our math students. We are anticipating an increase of our levels 3 and 4 scores.*

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups, *Teachers will work with math specialist to identify high performing, average and low performing students Teachers will provide more differentiated instruction addressing individual strengths and deficits in the framework of the pacing calendar developed around NCTM Standards and the New Core Curriculum. Increasing acquisition of math skills, problem solving techniques and concepts will be measured on interim assessments, teacher designed assessments, performance assessments, portfolio assessments, pre-tests, and post tests. Particular attention will be paid to students needing AIS and remediation services in math.*
  - b) Staff and other resources used to implement these strategies/activities; *Teachers will work with math specialist to identify high performing, average and low performing students. Classroom teachers and math specialist will use will use manipulatives, problem solving activities ranging from concrete to abstract tasks, literature, technology, and the arts while addressing the needs of visual, auditory, tactile, kinesthetic learners. Where possible, real world materials such as menus, supermarket flyers, discount coupons, tables, spread sheets, coins, etc. will be utilized.*
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, *Teachers will collaborate with the science teacher and math specialist to create additional projects requiring mathematical thinking. Classroom libraries will be enhanced with mathematics content based literature. Utilizing Smart Boards and other computer programs, small group*

*instruction will be enhanced. Evaluations will include formal and informal assessments, homework, group work, teacher observations, and portfolio assessments.*

d) timeline for implementation. *September, 2011 through May, 2012*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- School Wide Back to School Night familiarizes parents with school mandates and practices as well as PTSA and School Leadership Team involvement.
- Parents are invited to school wide and individual class celebrations such as: publishing parties, Reading Olympics celebrations, Science/Math Fair International Festival celebrating diverse cultures. Porter Town Model City constructions, Colonial Day, etc.
- Parent coordinator and classroom teachers organize ongoing workshops related to ELA standards, Common Core changes to the curriculum, and testing strategies.
- Parent coordinator runs parent breakfast on Saturdays during ELA/Math workshops related to Self Sustaining Program.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. *All teachers on staff are highly qualified and have met all required documentation and assessment deadlines.*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *The school has established an attendance award program to improve attendance which is already at 97%.*

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- *Fair Student Funding, Title III Funding and Human Resources are being used to implement this action plan from September 2011, to June, 2012. Funding will be spent on:*
- *Professional and Instructional materials*
- *Supporting curriculum development during the school day*
- *Consumable instructional materials to be used during extended day programs.*

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2012 our students will demonstrate progress towards achieving state standards as measured by a 5% increase of the students scoring at levels 3 and 4 on The New York State ELA Assessment.*

### **Comprehensive needs assessment**

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

*After analyzing student data on State ELA Assessments it was determined that the vast majority of our students scores level 3 and 4 by targeting the lowest 1/3 of our ELA students. We are anticipating an increase of our levels 3 and 4 scores.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups, *Teacher teams will conduct an in depth analysis of reading skills development among lowest scoring 1/3 students on standardized assessments. Professional development will focus on gathering and analysis of reading skills development among lowest scoring 1/3 students on standardized assessments.*
  - b) staff and other resources used to implement these strategies/activities; *professional development will focus on gathering and analyzing data to inform instruction. An additional focus will be on backward planning to identify reading and writing goals early and then implement the plans to reach them.*
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, *Student progress will be monitored with reassessment on TCRWP Assessments 6 times per year. Study Island computer programs and Literacy programs will target identified skills needing remediation. During individual conferences, teachers will monitor student progress in reading and development of writing skills. Teacher teams will revamp pacing schedules to reflect Core Curriculum mandates, including greater emphasis on reading in the content areas and increasing classroom libraries in non-fiction titles.*
  - d) timeline for implementation. *September, 2011 through May, 2012*

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- School Wide Back to School Nigh familiarizes parents with school mandates and practices as well as PTSA and School Leadership Team involvement.
- Parents are invited to school wide and individual class celebrations such as: publishing parties, Reading Olympics celebrations, Science/Math Fair International Festival celebrating diverse cultures. Porter Town Model City constructions, Colonial Day, etc.
- Parent coordinator and classroom teachers organize ongoing workshops related to ELA standards, Common Core changes to the curriculum, and testing strategies.
- Parent coordinator runs parent breakfast on Saturdays during ELA/Math workshops related to Self Sustaining Program.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- *All Teachers on staff are highly qualified and have met all required documentation assessment deadlines.*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *The school has established an attendance award program to improve attendance which is already at 97%.*

**Budget and resources alignment**

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

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2012 our ESL AND SETTS students will demonstrate progress towards achieving state standards as measured by a 5% increase of the students scoring at levels 3 and 4 on The New York State Math Assessment.*

#### **Comprehensive needs assessment**

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

*After analyzing student data on State Math Assessments it was determined that while the vast majority of our students scored levels 3 and 4, our ESL and SETTS students fell in the lowest 1/3 of our standardized Math tests. By targeting these sub-groups we intend to raise their scores.*

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/activities that encompass the needs of identified student subgroups, *Teacher teams will conduct an in depth analysis of reading skills development among ESL/SETTS students on standardized assessments. Professional development will focus on gathering and analysis of reading skill development among ESL/SETTS students on standardized assessments.*
  - e) staff and other resources used to implement these strategies/activities, *professional development will focus on gathering and analyzing data to inform instruction. An additional focus will be on backwards planning to identify reading and writing goals early and then implement the plans to reach them.*
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, *Student progress will be monitored with reassessment on TCRWP Assessments 6 times per year. Study Island computer programs and Literacy programs will target indentified skills needing remediation. During individual conferences, teachers will monitor student progress in reading and development of writing skills. Teacher teams will revamp pacing schedules to reflect Core Curriculum mandates*
  - c) timeline for implementation. *September, 2011 through May, 2012*

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent I School Wide Back to School Night familiarizes parents with school mandates and practices as well as PTSA and School Leadership Team involvement.
- Parents are invited to school wide and individual class celebrations such as: publishing parties, Reading Olympics celebrations, Science/Math Fair International Festival celebrating diverse cultures. Porter Town Model City constructions, Colonial Day, etc.
- Parent coordinator and classroom teachers organize ongoing workshops related to ELA standards, Common Core changes to the curriculum, and testing strategies.
- Parent coordinator runs parent breakfast on Saturdays during ELA/Math workshops related to Self Sustaining Program.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. *All Teachers on staff are highly qualified and have met all required documentation assessment deadline.*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *The school has established an attendance award program to improve attendance which is already at 97%.*

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
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## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2012 our ESL AND SETTS students will demonstrate progress towards achieving state standards as measured by a 5% increase of the students scoring at levels 3 and 4 on The New York State ELA Assessment*

### **Comprehensive needs assessment**

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

*After analyzing student data on State ELA Assessments it was determined that while the vast majority of our students scored levels 3 and 4, our ESL and SETTS students fell in the lowest 1/3 of our standardized ELA tests. By targeting these sub-groups we intend to raise their scores.*

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- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a. strategies/activities that encompass the needs of identified student subgroups, *Teacher teams will conduct an in depth analysis of reading skills development among lowest scoring 1/3 students on standardized assessments. Professional development will focus on gathering and analysis of reading skills development among lowest scoring 1/3 students on standardized assessments.*
  - b. staff and other resources used to implement these strategies/activities; *professional development will focus on gathering and analyzing data to inform instruction. An additional focus will be on backward planning to identify reading and writing goals early and then implement the plans to reach them.*
  - f) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, *Student progress will be monitored with reassessment on TCRWP Assessments 6 times per year. Study Island computer programs and Literacy programs will target identified skills needing remediation. During individual conferences, teachers will monitor student progress in reading and development of writing skills. Teacher teams will revamp pacing schedules to reflect Core Curriculum mandates, including greater emphasis on reading in the content areas and increasing classroom libraries in non-fiction titles.*
  - c. timeline for implementation. *September, 2011 through May, 2012*

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- *Consumable instructional materials to be used during extended day programs.*

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	23	24	N/A	N/A	2			2
<b>1</b>	27	19	N/A	N/A	2		2	
<b>2</b>	35	28	N/A	N/A			2	
<b>3</b>	39	37	N/A	N/A			2	
<b>4</b>	37	32	<b>25</b>	<b>11</b>	2	0	3	
<b>5</b>	34	30			3	0	3	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<b>AIS services provided in small groups and one on one, after school, during the 37 1/2 minutes, and during the school day, utilizing Kaplan materials, classroom libraries, content area materials, and item bank materials from interim assessments.</b>
Mathematics	<b>AIS services provided in small group and one on one after school during the 37 1/2 minutes, during the school day, and after school using TERC, Addison-Wesley, materials, computer programs, manipulative, math blasters and teacher made materials.</b>
Science	<b>AIS services provided in small groups and one on one after school during 37 1/2 minutes, during school utilizing hands on manipulative, and investigation/experiment methodology.</b>
Social Studies	<b>AIS services are provided in small groups utilizing content area materials and special projects.</b>
At-risk Services provided by the Guidance Counselor	<b>During the school day, Guidance Counselor provides social and emotional support to individual and small groups of children via discussion, games, and peer support groups.</b>
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<b>During the school day, Social Worker provides social and emotional support to individual and small groups of children via discussion, games, and peer support groups. In addition, students read to and are comforted by our social worker's Seeing Eye guide Dog.</b>
At-risk Health-related Services	<b>504 Paraprofessionals are available to provide intervention for Kindergarten students who have severe allergies.</b>



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Maldonado/Fong</b>	District <b>26</b>	Borough <b>Queens</b>	School Number <b>094</b>
School Name <b>David Porter</b>			

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

Principal <b>JoAnn Barbeosch</b>	Assistant Principal <b>n/a</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Susan Ciano Mazzo</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Theresa Hoffmann</b>	Parent <b>Linda Courtney</b>
Teacher/Subject Area <b>Jeri Strohschein</b>	Parent Coordinator <b>Peggy Kalesis</b>
Related Service Provider <b>Lynn Leon</b>	Other <b>Joice McMahon</b>
Network Leader <b>Mae Fong</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>430</b>	Total Number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>7.44%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here Students who may possibly be ELLs are initially identified by administering the Home Language Identification Survey (HLIS) including the informal oral interview in English and in the native language. This identification process is completed within the first ten school days of a student's admission into the school. At registration, a trained licensed pedagog administers the HLIS. The ESL teacher screens the HLIS and determines who qualifies for LAB-R testing. In addition, Spanish-speaking ELLs are administered the Spanish LAB by a native Spanish speaking pedagog. ELLs are annually evaluated toward the end of each school year in April and May using the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teacher, Mrs. Susan Mazzo uses the RLER and RLAT to determine NYSESLAT eligibility and keeps a running checklist to ensure that all four components of the NYSESLAT are administered to all ELLs registered in the school.

Once students have been identified as ELLs, a meeting is called to invite and inform the parents of all three program choices available to their child--Transitional Bilingual, Dual Language and Freestanding ESL. This meeting takes place within the first ten days of school. Entitlement letters and the Parent Survey and Program Selection form are sent home to parents informing them of the date of the meeting to learn about the Parent Selection Process. Translators are provided at the meeting and the informational DVD is presented in their native language as well. Parents who had previously chosen a TBE/DL program are informed that there will be an outreach process via letters home and phone calls when the program becomes available. Parents return the form at the meeting or within the next few days after the meeting. Reminders are sent home via backpack to ensure that all letters are returned. Placement letters are also sent out. Mrs. Mazzo maintains a record chart with a checklist indicating that entitlement, continued entitlement, parent selection and placement letters have been returned. Students are placed in an ESL instructional program according to their level of proficiency and grade level. Consultation and communication with parents are conducted on an as need basis with translators. The school monitors trends in parent choice by viewing Parent Survey and Program Selection forms for the past few years. After viewing the Parent Survey and Program Selection forms, trends show that parents request ESL 100% of the time. The program model offered at PS 94 is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	8
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 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 special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	24		1	7		7	1		1		32
<b>Total</b>	<b>24</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>1</b>		<b>32</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

**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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	2	2	1	1								10
Chinese	1		1	3	4	1								10
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	2	2	3		3	2								12
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>32</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

Paste response to questions 1-7 here Instruction is delivered using the pull-out organizational model using both the heterogeneous and homogeneous program models. Each ELL's program is arranged so that students scoring at an advanced cutoff receive the mandated 180 minutes per week of ESL instruction and 180 minutes per week of English Language Arts (ELA) instruction. Students scoring at or below the cutoffs for intermediate and beginning receive the mandated 360 minutes per week in ESL instruction. Science and social studies content areas are delivered by a combination using the ESL teacher, the science teacher, the math cluster teacher and the grade level teacher using English as the language of instruction. In order to make content comprehensible, all teachers use scaffolding techniques such as organizers, visuals and realia including but not limited to smartboard technology. Differentiated instruction is a prime strategy used by all teachers including the ESL teacher. We ensure that ELLs are evaluated in their native language through the Spanish LAB, and through translated versions of the standardized math and science tests for grades three through five. SIFE students and ELLs in school less than three years (newcomers) are initially given survival language including learning to ask questions that will help them learn new vocabulary every day. "Wh" words are helpful in this instance and project them from basic vocabulary right into academic vocabulary enabling them to make connections into the story elements of literacy. Using total physical response (TPR) gives students basic vocabulary but can also be a jumping off point for lessons on cause and effect and compare and contrast, kick starting higher level thinking needed on ELA testing. ELLs receiving service for 4-6 years are often very close to testing out and generally need the added support in writing. Instructional support includes teaching them to use semantic webs to organize their thoughts. Other supports include playing word games to help them internalize correct grammatical phrasing such as subject-verb agreement and use of tenses. ELLs that have been identified as having special needs benefit from strategies mentioned above. The SETSS teacher and the ESL teacher collaborate to create a schedule that affords ELL-SWDs maximum support within the least restrictive environment. The IEP is reviewed in order to assure instructional flexibility to meet the needs of the ELL-SWDs. Both the SETSS and ESL teachers provide support with comprehension. Read-alouds across the genres along with modeled think alouds and questioning that builds up higher order thinking are instructional strategies used so that students can gain access to grade level materials that might have otherwise not been available to them. Using these strategies to build inferential thinking are useful strategies to help them advance in their knowledge of English.

### Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

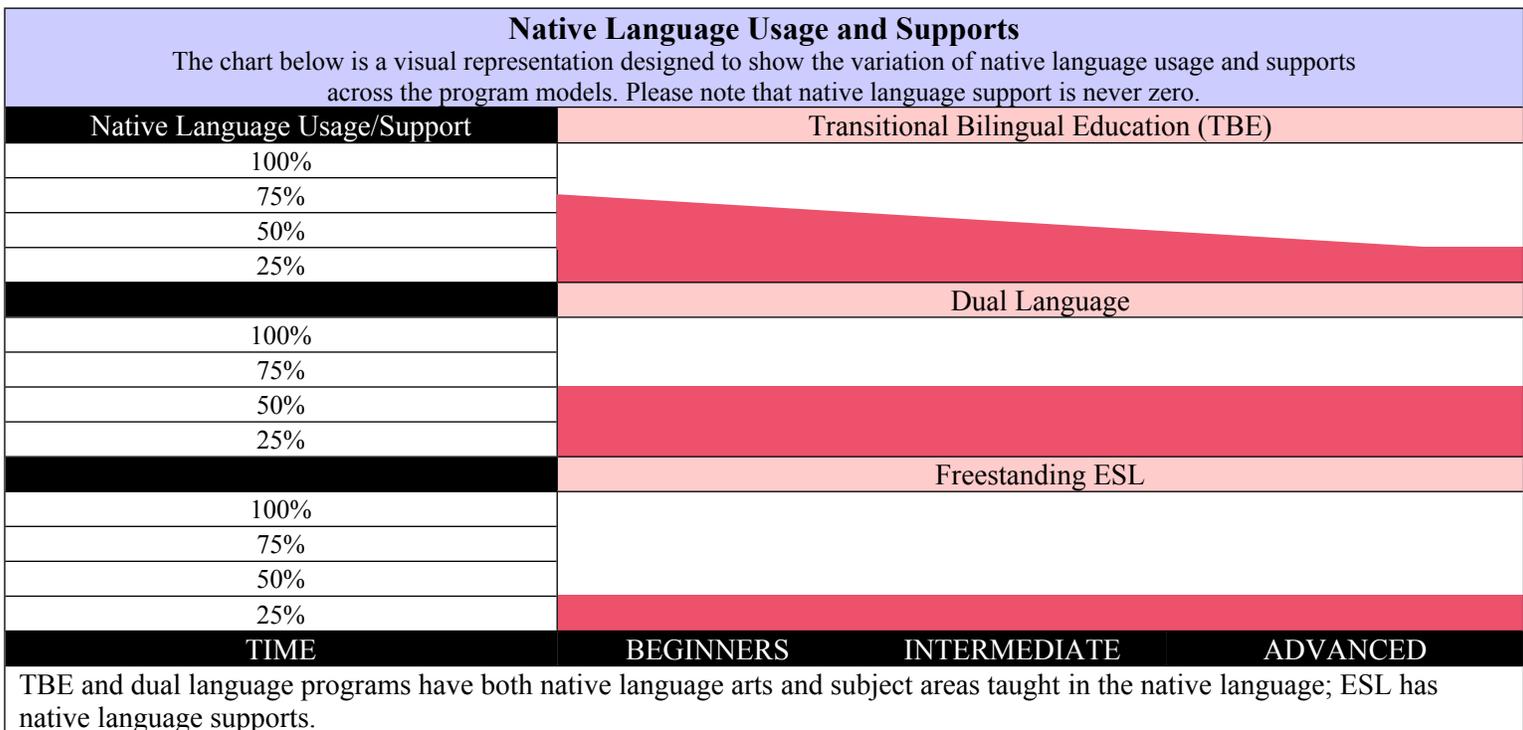
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here ELLs in need of math help receive intervention in math during study group periods provided by our math cluster teacher. Science intervention is provided by the science teacher during the Academic Intervention Services (AIS) 27.1/2

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here ELLs in need of math help receive intervention in math during study group periods provided by our math cluster teacher. Science intervention is provided by the science teacher during the Academic Intervention Services (AIS) 37 1/2 minutes. ELA intervention is provided during AIS 37 1/2 minutes by the ESL and regular classroom teacher. Social Studies and Science intervention programs including the research-based Kaplan Test Prep for Science Program and the Time For Kids Social Studies Thematic Study packets, are offered in the Title III afterschool program which meets twice a week on Tuesdays and Thursdays from 3:00-4:30 PM. All intervention services are offered in English. Students who have reached proficiency on the NYSESLAT are offered continuing transitional support through AIS 37 1/2 minutes. They are also offered support during standardized exams through time and a half and by being read the listening passage on the ELA exam three times. Improvements to the Title III program will be the possible inclusion of smartboard technology. ELLs are afforded equal access to all school programs. One such program is the Cozy Comfort Program, a recycling program, offered by the science teacher. ELLs are especially valued for their artistic input. Instructional materials including technology that are used to support ELLs include books on tape, Rosetta Stone, Starfall, Imagine Learning and Study Island Programs. Native language in intervention programs and in the ESL program is available about 25% of the time through content area glossaries, student translators and electronic and paper dictionaries. Required services and supports correspond to ELL's grade and age levels. For example, content topics are supported through scaffolding including vocabulary development, sentence starters, interactive tactile manipulative and kinesthetic activities and cloze activities that provide word banks. Activities to assist newly enrolled ELLs before the beginning of the school year include attendance at the summer school Title III program in the district. Language electives offered to ELLs include spanish taught by Mr. Barry Robin, one of our cluster teachers.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Professional development offered by the Office of English Language Learners (OELL) will be utilized. Additional professional development offered throughout the school year by our network, CEI-PEA. Common branch, ESL and special education teachers will take part in this professional development. Dates include October 24, November 10, 28, January 12 and

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Professional development offered by the Office of English Language Learners (OELL) will be utilized. Additional professional development offered throughout the school year by our network, CEI-PEA. Common branch, ESL and special education teachers will take part in this professional development. Dates include October 24, November 10, 28, January 12 and March 29 which will focus on implementing the common core curriculum. In order to assist ELLs as they transition from one school level to another, the guidance counselor provides support for students by giving classroom lessons on "Respect for All" and "Anti-bullying." In addition, the school leadership is cognizant of cultural and physical differences. For example, one ELL student came to us with a physical deformity and was afforded a 504 that helped her to stay mainstreamed in a regular class and helped her to make great strides in English. In order to transition ELLs from elementary to middle school, 5th graders are offered Title III summer school so that they may continue studying English throughout the summer. In addition, 5th grade teachers introduce the fifth grade students to study habits and organizational strategies that will lead to successful years in middle school. The students are also given planners and taught how to use them to help them practice good organizational habits. All staff are afforded the minimum of 7.5 hours of ESL training through staff conferences offered the first Monday of each month, through professional development days on September 6<sup>th</sup> & 7<sup>th</sup>, November 8<sup>th</sup> and June 7. Specific activities include topics that will help ELLs succeed in the classroom such as scaffolding activities, use of organizers and differentiation. Records are maintained by Mrs. Mazzo, the ESL teacher.

## E. Parental Involvement

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

Paste response to questions 1-4 here All parents are encouraged to become active members of the PTSA. Parents are also invited to be chaperones on class trips. Parents are also invited to class celebrations and to the monthly Porter's Pal Assembly that highlights students in each class who have shown especially kind and caring qualities of leadership for that month. The parent coordinator has partnered with neighboring schools that offer ESL classes for parents. The parent coordinator also keeps parents informed of parent information meetings offered by the DOE. She sends out notices for workshops for parents of ELLs in their native language. She also sends booklets in their native language that address how to assist their child in what they are learning and citywide standards. Lunch application and status forms are sent out in the parents' native language. Teachers meet with parents during parent/teacher conferences and keep in touch with them throughout the year through goals accomplishment which are sent home on a regular basis, and phone communication as needed. Translators are provided so that teachers can evaluate the needs of parents and have a clear understanding of their needs. On the phone translators are provided during parent-teacher conferences in Spanish, Korean and Chinese. In addition, we have in-house translators through our pedagogues and other staff who are available during the daytime school hours. These parental involvement activities address the needs of parents by providing them with the opportunity to have access to breakfast and lunch programs they are entitled to. They are also provided with knowledge of the expectations that will help their child/children meet successful standards and they can provide support at home to help their students meet those standards.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	1		2									4
Intermediate(I)		3	2	3		2								10
Advanced (A)	5		3	2	6	2								18
Total	5	4	6	5	8	4	0	0	0	0	0	0	0	32

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			3		4		1	1	9
4			1			1	1	3	6
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							2	4	6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>David Porter</u></b>		<b>School DBN: <u>26Q094</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JoAnn Barbeosch	Principal		10/11/11
n/a	Assistant Principal		1/1/01
Peggy Kalesis	Parent Coordinator		10/11/11
Susan Ciano-Mazzo	ESL Teacher		10/11/11
Linda Courtney	Parent		10/11/11
Theresa Hoffmann	Teacher/Subject Area		10/11/11
Jeri Strohschein	Teacher/Subject Area		10/11/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Mae Fong	Network Leader		10/11/11
Lynn Leon	Other <u>IEP Teacher</u>		10/11/11
Joice McMahon	Other <u>SETSS</u>		10/11/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 26Q094

**School Name:** David Porter

**Cluster:** 535

**Network:** CEI-PEA

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The home language identification survey, parent guardian student ethnic form, ethnic census report pob/lang/geo report, the ethnicity and gender report and emergency cards are the data and methodologies used to assess the school 's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Written translation and oral interpretation needs are required for the Asian and Hispanic component of the community. These findings are available in the school report card which is available online to the school community.

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Notices will be translated as needs dictate. Translation services will be provided in-house by school staff or parent translators. Documents will be translated prior to distribution in order to ensure timely provision of translated documents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Interpretation services will be provided as needs dictate for parent/teacher meetings, group or individual parent meetings and any other communication. Oral interpretation services will be provided in-house by school staff or parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

A sign in each of the covered languages is posted in a conspicuous location at the primary entrance of the school indicating the availability of interpretation services to fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: David Porter	DBN: 26Q094
Cluster Leader: Maldonado	Network Leader: Fong
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

### 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: Language instruction education under Title III will take place after school above and beyond the mandated core. The program will focus on improving the four modalities of listening, speaking, reading and writing. Trends show that ELL students have difficulty on the content area tests for science and social studies and in advanced literacy concepts. Therefore the Title III program will emphasize the concepts in science, social studies historical and cultural knowledge, and subtleties of English such as idioms, inferential reasoning and advanced vocabulary as seen in literature studies. Three groups of approximately 10 students will allow for differentiated instruction and will impact significantly on student gain. At this time, our target group will include second through fifth grade as well as newcomers on any grade level. A hands-on program will give the students total physical response for initially learning a concept. In addition, a balanced literacy program will include word work, read-alouds, guided reading, fluency practice, independent reading, written responses to reading selections, writing off prompts, including a topic sentence and development with details, and solving math word problems. Students will be given direct instruction 70-75% of the time with a certified ESL teacher along with two certified teachers who will team teach to deliver content area instruction. Balanced literacy tradebooks will be used using content area themes along with the research-based Kaplan Advantage New York Science book. The remaining 25-30% will be used for online instruction using the research-based Imagine Learning for English Language Learners. Students will be assessed through portfolios, observations and conferencing as well as online assessments. English will be the language of instruction. The program will meet starting mid-October and continue until April. The group will meet from 3:00 PM to 4:30 PM on Tuesdays and Thursdays.

### 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: Professional development for the Title III Program teachers will be provided by CEI-PEA and Imagine Learning. In addition, three one-hour sessions will take place throughout the duration of the Title III Program. Activities and workshops will be presented that will demonstrate use of materials purchased. Presenters will include qualified staff. Sessions are planned for November, December and January. Topics will include "Using Organizers to Scaffold Thinking for ELL Students," "Using Hands-on Materials to Support Vocabulary Development," "Using the Smartboard to Engage and Motivate ELL Students in their Acquisition of English," and "Making and Using Flip Books and Folded Books to Support Content Area Investigations."

**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: Title III services will be rendered to parents/guardians. A certified ESL teacher will conduct parent and community participation activities so that parents can support their children's growth in their knowledge of English. Three workshops are planned for October, December and April. Topics will include "Introduction to the Title III ELL Program and Expectations," "Homework Strategies and Reading With Your Children," and "Reading with your Children During the Summer Months." Parents will be notified through a notice that will be backpacked home with their child.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$9,000	3 teachers x \$50/hr x 20 wks x 3hrs/wk
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)	\$2,200	Imagine Learning Software
Travel		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>	11,200	