Department of Education

Dennis M. Walcott, Chancellor

2012-2013
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 *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Lynn Leon	Member/Teacher	
Jeri Strohschein	Member/Teacher	
Theresa Hoffmann	Member/Teacher	
Effie Nicolaou	Member/Parent	
Kitty Fong	Member/Parent	
Matthew Saliba	Member/Parent	
Karen Douglas	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2013 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 scored level 3. By targeting the lowest 1/3 of our math student, we are anticipating an increase of our level 3 and 4 scores. Our lowest 1/3 includes students who are already performing on level 3 but they are lower level 3 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 in teacher teams 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. In addition, teachers will be working on Common Core Curriculum inspired math projects during the course of the year and will differentiate within those projects.
  b) key personnel and other resources used to implement these strategies/activities,
  Staff and other resources used to implement these strategies/activities; Teachers will work in teacher teams to identify high performing, average and low performing students. Classroom teachers w*ill 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*. In addition, various Smart Board activities related to the Common Core curriculum will be utilized during regular math instruction. As well as, for the development of special math projects and enrichment.
  a) 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 computer 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, as well as completed Common Core Group Projects. Teacher teams will revamp pacing schedules to reflect Core Curriculum mandates. Teachers in grades 3, 4, and 5 will also use I-Ready materials to stress Core curriculum mandates.*
  c) Timeline for implementation. *September, 2012 through May, 2013.*

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_X_____ Tax Levy _____ Title I _____ Title IIA _X_____ Title III _____ Grants _X_____ Other

If other is selected describe here:

- 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, and PTSA Funding are being used to implement this action plan from September 2012, to June, 2013. 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.*

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- T*he school has established an attendance award program to improve attendance which is already at 97%.*
- *In addition, the school has an on-going anti-bullying/anti-violence campaign.*

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2013 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 as well as progress on TCRWP it was determined that the vast majority of our students scored level 3 and 4. By targeting the lowest 1/3 of our ELA students, including students with scores of 1, 2 and low 3, we are anticipating an increase of our level 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:

  b) 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.*

  c) 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.*

  d) 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 available on Smart Boards 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. Teachers in grades 3, 4, and 5 will also use I-Ready materials to stress Core curriculum mandates.*

  e) Timeline for implementation. *September, 2012 through May, 2013*

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_X_____ Tax Levy _____ Title I _____ Title IIA _X_____ Title III _____ Grants _X_____ Other

If other is selected describe here:

- *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.

Service and program coordination

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2013 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, many of our ESL and SETTS students fell in the lowest 1/3 of our standardized Math tests. By specifically 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 in conjunction with Resource Room and IEP teachers will conduct an in-depth analysis of math skills. Professional development will focus on gathering and analysis of math skill development among ESL/SETTS 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 backwards planning to identify problem solving 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 pre-testing and post-testing assessments during unit planning at least 6 times per year. Study Island computer programs and math games will target identified skills needing remediation. During individual conferences, teachers will monitor student progress in math and development of problem solving skills. Teacher teams will revamp pacing schedules to reflect Core Curriculum mandate. Teachers in grades 3, 4, and 5 will also use I-Ready materials to stress Core curriculum mandate.*
  d) Timeline for implementation. *September, 2012 through May, 2013.*

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_X_____ Tax Levy _____ Title I _____ Title IIA _X_____ Title III _____ Grants _X_____ Other

If other is selected describe here:

- *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.*

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *The school has established an attendance award program to improve attendance which is already at 97%.*
- *In addition, the school has an on-going anti-bullying/anti-violence campaign.*

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 2013 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 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 attend 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:
  - *d)* strategies/activities that encompass the needs of identified student subgroups, *Teachers will work with Teacher Teams 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 TCRWP and the New Core Curriculum. Increasing acquisition of reading skills, and concepts will be measured on interim assessments, teacher designed assessments, performance assessments, portfolio assessments, pre-tests, and post tests, and TCRWP re-assessment done 6 times per year. Particular attention will be paid to SETTS students needing additional AIS and remediation services.*
  - e) Staff and other resources used to implement these strategies/activities; Classroom teachers, resource room and IEP teachers will use literature, technology and the arts *while addressing the needs of visual, auditory, tactile, kinesthetic learners. Where possible real world, non-fiction materials such as menus, supermarket flyers, discount coupons, tables, spread sheets, newspapers, etc, will be utilized*. Reading Tasks and analysis will become more complex according to Core Curriculum mandates.
  - *f)* 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 computer specialist to create additional projects requiring computer presentations. Classroom libraries will be enhanced with non-fiction, 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, according to rubrics designed with the core curriculum*
  - g) Timeline for implementation. *September, 2012 through May, 2013.*

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_X_____ Tax Levy _____ Title I _____ Title IIA _X_____ Title III _____ Grants _X_____ Other

If other is selected describe here:

- *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.*

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *The school has established an attendance award program to improve attendance which is already at 97%.*
- *In addition, the school has an on-going anti-bullying/anti-violence campaign.*

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Computer assisted technology, paired and shared reading groups, book clubs, content area designed special projects, skills specific worksheets and projects, I-Ready Program and Peer Tutoring.	Services provided –small group, one-on-one, tutoring, computer assisted technology, and I-Ready Program	Services provided during the school day, after-school, during the 37 and ½ minutes three days per week and during our Saturday Program.
Mathematics	Computer assisted technology, paired and shared reading groups, content area designed special projects, skills specific worksheets and projects, I-Ready Program and Peer Tutoring.	Services provided –small group, one-on-one, tutoring, computer assisted technology, and I-Ready Program	Services provided during the school day, after-school, during the 37 and ½ minutes three days per week and during our Saturday Program.
Science	Computer assisted technology, paired and shared reading groups, content area designed special projects, skills specific worksheets and projects, I-Ready Program and Peer Tutoring.	Services provided –small group, one-on-one, tutoring, and computer assisted technology.	Services provided during the school day, after-school, during the 37 and ½ minutes three days per week.

Social Studies	Computer assisted technology, paired and shared reading groups, content area designed special projects, skills specific worksheets and projects, I-Ready Program and Peer Tutoring.	Services provided –small group, one-on-one, tutoring, and computer assisted technology.	Services provided during the school day, after-school, during the 37 and ½ minutes three days per week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Standard counseling techniques with the addition of extra comfort provided by our social worker's seeing I-dog who is regularly read to.	Small group and individual counseling.	Services provided during the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

All Teachers on staff are highly qualified and have met all required documentation assessment deadline.

In hiring new staff, a special committee was organized including members of the current teaching staff, support services, and School Leadership Team, and administration to collect resumes and set up extensive interviews for applicants for new positions. Qualifications listed by this committee include but were not limited to:

- Previous successful teaching experiences within/without new York city;
- Examination of a portfolio of student work;
- Examples of core curriculum unit lessons that had been developed;
- Demonstration lessons;
- Copies of recommendations from previous employers.

Assignments are made on the basis of an examination of the candidate's academic background, teaching experience, and evidence of success in previous grade level assignments. Ongoing staff development builds on each candidate's area of expertise, allowing group sharing, and seeks to develop a more thorough understanding of the rigor of The New Core Curriculum.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2011-12

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

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	1	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	430	Total Number of ELLs	32	ELLs as share of total student population (%)	7.44%

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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	2	2	2	2	2								11
Total	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									
	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	Total
TBE										0
Dual Language										0
ESL	24		1	7		7	1		1	32
Total	**24**	**0**	**1**	**7**	**0**	**7**	**1**	**0**	**1**	32
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
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

Ethnic breakdown of EPs (Number):
African-American: ___ Asian: ___ Hispanic/Latino:
Native American: ___ White (Non-Hispanic/Latino): ___ Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	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**
TOTAL	**5**	**4**	**6**	**5**	**8**	**4**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**32**

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 resonse (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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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 form 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, January12 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 organziational 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 6th & 7th, November 8th 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 ein 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 languge. 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

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

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

Paste response to questions 1-6 here P.S. 094 uses TCRWP to assess early literacy skills of our ELLs. This assessment is useful in identifying recognition of letters, letter sounds, sight words, decoding and rhyming ability, retelling ability and comprehension knowledge. This information helps our school's instructional plan in that each teacher working with our ELLs will know how to differentiate so that each student can make progress. This year's LAB-R data reveal that out of twenty-one kindergartners, five kindergartners qualified for english language services. Two third graders were eligible for LAB-R testing and one qualified. Five fourth graders were eligible and four fourth graders qualified. One fifth grader was eligible and did not qualify for english language services. At present there are five upper grade ELLs who came in as newcomers as well as five kindergartners who have few sight words, limited rhyming and decoding ability and limited comprehension knowledge/retelling ability. ELLs who were newcomers last year are feeling the effects of being able to interact in an english speaking environment and have shown increased communication ability. They are showing improvement that indicates they will continue to approach grade level in there English language arts skills. Patterns across grades and proficiency levels and NYSESLAT modalities reveal that students made progress and advanced from beginning to intermediate to advanced levels as they move from one grade level to the next. Students who are literate in their native language do well in the math and science state tests that have been translated into their language. When performing on the English Language Arts test, they are weak in areas that require knowledge of idioms and inferential skills that are required to navigate an ELA test. ELL periodic assessments are helpful in pinpointing students' weaknesses in grammar, listening comprehension and reading comprehension. Results are shared with the school leadership and teachers to give them information on the ELLs weaknesses so that they can differentiate instruction for their students. The success of our programs for ELLs is evaluated by looking at each individual child's progress over the course of the year. This includes looking at reading level progression, writing samples over time, frequency in class participation during class discussions and finally scores achieved on the NYSESLAT and standardized tests in ELA, Math and Science.

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

School Name: David Porter		School DBN: 26Q094	
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 IEP Teacher		10/11/11
Joice McMahon	Other SETSS		10/11/11
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 094Q David D. Porter	DBN: 26Q094
Cluster Leader: DEBRA MALDONADO	Network Leader: ELLEN PAVDA
This school is (check one): ☐conceptually consolidated (skip part E below) ☒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): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ☐K ☐1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐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 subgroups of approximately 10 students will allow for differentiated instruction and will impact significantly on student gain. At this time, our target groups will include second through fifth grade. 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. Research based Targeted Reading Intervention published by Evan Moor provides content area themes. Students will be pprovided with vocabulary development and background realia and knowledge which will provide readiness and strategies to read and unpack content they will encounter in any reading passage whether it be during classroom studies or on state tests. Students will be given direct instruction 75% of the time with a certified ESL teacher along with two certified teachers who will team teach to deliver content area instruction. The remaining 25% will be used for online instruction using the research-based Imagine Learning for English Language Learners and RAZ Kids. 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 March. The group will meet from 3:00 PM to 4:30 PM on Tuesdays and Thursdays for 17 weeks.

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, four one and one half hour sessions will take place throughout the duration of the Title III Program for Title III teachers to plan for 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 and February and March. 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

Part C: Professional Development
Books to Support Content Area Investigations," "Preparing for the ELA and NYSESLAT."

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 along with the parent coordinator will conduct parent and community participation activities so that parents can support their children's growth in their knowledge of English. The three Title III teachers will plan and facilitate the workshops. Three workshops are planned for October 18th, November 7th and May 1st from 3:15-4:15pm. 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: $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) • Per session • Per diem	$7679 $ 904 $ 452	3 teachers x $50.19/hr x 17 wks x 3hrs/wk 3 teachers x $50.19/hr x 4 sessions x 1.5 hrs/session (pd) 3 teachers x $50.19/hr x 3 sessions x 1 hr/session (parent engag)
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional	$ 600 $ 735	Targeted Reading Intervention Components of Reader's and Writer's Workshop from Benchmark Education and Heinemann

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.
materials. • Must be clearly listed.		
Educational Software (Object Code 199)	$ 830	Imagine Learning and RAZ Kids Software
Travel		
Other		
TOTAL	$11,200	