



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE DAVID D. PORTER SCHOOL (P.S. 94 Q)

DBN (i.e. 01M001): DBN26Q094

Principal: JOANN BARBEOSCH

Principal Email: JBARBEO@SCHOOLS.NYC.GOV.

Superintendent: ANITA SAUNDERS

Network Leader: WALTER O'BRIEN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
JoAnn Barbeosch	*Principal or Designee	
Susan Mazzo	*UFT Chapter Leader or Designee	
Lisa Policar	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lynn Leon	Member/ Teacher	
Jerilynn Stroschein	Member/ Teacher	
Theresa Hoffmann	Member/ Teacher	
Effie Nicolaou	Member/ Parent	
Kitty Fong	Member/ Parent	
Karen Douglas	Member/ Parent	
Matthew Saliba	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2014 our students will demonstrate progress towards achieving state standards as measured by a 3% increase of the students scoring at levels 3 and 4 on The New York State Math Assessment.

Comprehensive Needs Assessment

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

After analyzing student data on State Math Assessments it was determined that the vast majority of our students scores level 3 and 4. By targeting the lowest 1/3 of our math students with additional differentiated instruction we are anticipating an increase of our levels 3 and 4 scores.

Instructional Strategies/Activities

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

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

1. Activity - Teachers will work with the Science Cluster Teacher to identify high performing, average, and low performing students.
2. Activity - 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.
3. Activity - 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.
4. Activity - Teachers will utilize a "looking at Student Work" (LASW) protocol to gather information about student learning and inform revision of instructional units.

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

1. Classroom teachers and Science Cluster Teacher
2. Classroom Teacher and Science Cluster Teacher
3. Classroom Teacher
4. Classroom Teacher, ELA Teacher, SETTS Teacher, Technology Teacher and Science Cluster Teacher.

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

1. Classroom Teachers will implement pre- and post- assessments to measure growth.
2. Technology Teacher will implement The Performance Series to measure growth.
3. I-Plan will provide additional information about student growth.
4. Observation of implementation of the LASW protocol during teacher team planning time.

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

1. September, 2013 through May, 2014
2. Bi-Annually (twice a year October, 2013 and April, 2014)
3. January, 2014 through June, 2014
4. Weekly, October, 2013 to June, 2014

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

1. Teacher Team Meeting three times per month.
2. Monthly Staff meetings
3. Monthly Professional Development
4. Attending Professional Development Workshops/Turn-Key

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).

- 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, Lego League, Colonial Day, etc.
- Parent coordinator and classroom teachers organize ongoing workshops related to ELA standards, Common Core changes to the curriculum, and testing strategies.
- Parent coordinator runs parent breakfast on Saturdays during ELA/Math workshops related to Self Sustaining Program.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June, 2014 our students will demonstrate progress towards achieving state standards as measured by a 3% increase of the students scoring at levels 3 and 4 on The New York State ELA Assessment

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

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

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

1. Activity - Teachers Teams will conduct an in depth analysis of reading skills development among lowest scoring 1/3 students on standardized assessments
2. Activity - Professional development will focus on gathering and analysis of reading skills development among lowest scoring 1/3 students on standardized assessments.
3. Activity – 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.
4. Activity – Teachers will perform TCRWP Assessment six times a year to monitor growth.
5. Activity – Teachers will conduct Formative Assessment utilizing The Ready Gen Reading Program to monitor growth and understanding.

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

3. Teacher Team
4. Teacher Team and Administration
5. Teacher Team
6. Teacher Team
7. Inter-grade Teacher Teams

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

1. Classroom Teachers will implement pre and post assessments to measure growth.
2. Technology Teacher will implement The Performance Series to measure growth
3. I-Plan will provide additional information about student growth.

4. Observation of implementation of the LASW protocol during teacher team planning time.
5. Classroom teachers will implement TCRWP assessments to measure growth.

9. Timeline for implementation and completion including start and end dates

1. September, 2013 through May, 2014
2. Bi-Annually (twice a year October, 2013 and April, 2014)
3. January, 2014 through June, 2014
4. Weekly, October, 2013 to June, 2014
5. Every Six Weeks

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

1. Teacher Team Meeting three times per month.
2. Monthly Staff meetings
3. Monthly Professional Development
4. Webinars
5. Attending Professional Development Workshops/Turn-Key

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).

- 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, Lego League, Colonial Day, etc.
- Parent coordinator and classroom teachers organize ongoing workshops related to ELA standards, Common Core changes to the curriculum, and testing strategies.
- Parent coordinator runs parent breakfast on Saturdays during ELA/Math workshops related to Self Sustaining Program.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

- By June, 2014 our ESL AND SETTS students will demonstrate progress towards achieving state standards as measured by a 3% increase of the students scoring at levels 3 and 4 on The New York State Math Assessment.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

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

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

1. Activity - Teachers Teams will conduct an in-depth analysis of reading skills development among ESL students on standardized assessments
2. Activity – Teacher Teams will conduct an in-depth analysis of reading skills and development among SETTS Students on standardized assessments.

3. Activity - Professional development will focus on gathering and analysis of reading skills development among ESL Students on standardized assessments.																																				
4. Activity – Professional development will focus on gathering and analysis of reading skills and development among SETTS students on standardized assessments.																																				
B. Key personnel and other resources used to implement each strategy/activity																																				
1. Classroom Teacher and ESL Teacher																																				
2. Classroom Teacher, ESL Teacher and SETTS Teachers																																				
3. Classroom Teacher and ESL Teacher																																				
4. Classroom Teacher and SETTS Teacher																																				
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity																																				
1. Classroom teachers will implement pre- and post- assessments to measure growth.																																				
2. Technology Teacher will implement The Performance Series to Measure Growth.																																				
3. The ESL Teacher will perform the NYSLAT Test to measure growth.																																				
4. The SETTS Teacher will provide small group learning in all subject areas.																																				
D. Timeline for implementation and completion including start and end dates																																				
1. September, 2013 through May, 2014																																				
2. September , 2013 through May, 2014																																				
3. September, 2013 through May, 2014																																				
4. September, 2013 through May, 2014																																				
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity																																				
1. Teacher Team Meeting three times per month.																																				
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Budget and Resource Alignment																																				
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.																																				
<table border="1"> <thead> <tr> <th>X</th> <th>Tax Levy</th> <th></th> <th>Title IA</th> <th></th> <th>Title IIA</th> <th>X</th> <th>Title III</th> <th></th> <th>Set Aside</th> <th></th> <th>Grants</th> </tr> </thead> <tbody> <tr> <td colspan="12">List any additional fund sources your school is using to support the instructional goal below.</td> </tr> <tr> <td colspan="12"> </td> </tr> </tbody> </table>	X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants	List any additional fund sources your school is using to support the instructional goal below.																							
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants																									
List any additional fund sources your school is using to support the instructional goal below.																																				

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014 our ESL AND SETTS students will demonstrate progress towards achieving state standards as measured by a 3% 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 ELA State Assessments it was determined that while the vast majority of our students scored levels 3 and 4, some of our ESL and SETTS

students fell in the lowest 1/3 of our standardized ELA tests. By targeting these sub-groups we intend to raise their scores.

Instructional Strategies/Activities

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

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

1. Activity - Teachers will work with ESL and SETTS teacher to identify high performing average and low performing students.
2. Activity - Teachers will provide more differentiated instruction addressing individual strengths and deficits in the framework of the pacing calendar developed around and The New Core Curriculum.
3. Activity - Teachers will implement TCRWP Assessments six times per year.
4. Activity - During individual conferences, the teacher will monitor student progress in reading and development of writing skills.
5. Activity - The teacher teams will revamp pacing schedules to reflect Core Curriculum mandates.

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

1. Classroom Teacher
2. ESL Teacher
3. SETTS Teacher
4. Teacher Team and Administration
5. Interdisciplinary Team

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

1. Classroom Teachers will implement pre- and post- assessments to measure growth.
2. ESL Teacher will perform the NYSLAT Series to measure growth
3. The SETTS Teacher will provide small group learning in all subject areas.
4. The Classroom Teacher will implement TCRWP assessments.
5. Interdisciplinary Team including science teacher will provide instruction to measure growth.

4. Timeline for implementation and completion including start and end dates

1. September, 2013 through May, 2014
2. Monthly, October, 2013 through May, 2014
3. Six times a year.
4. October, 2014 through May, 2014
5. October, 2014 through May, 2014.

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

1. Teacher Team Meeting three times per month.
2. Monthly Staff meetings
3. Monthly Professional Development
4. Webinars
5. Attending Professional Development Workshops/Turn-Key

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).

- 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, Lego League, Colonial Day, etc.
- Parent coordinator and classroom teachers organize ongoing workshops related to ELA standards, Common Core changes to the curriculum, and testing strategies.
- Parent coordinator runs parent breakfast on Saturdays during ELA/Math workshops related to Self Sustaining Program.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

By June, 2014 the school will effectuate full implementation of the Teacher Effectiveness and Teacher Evaluation System utilizing *Danielson's Framework for Teaching*

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.

Strengthen teacher practice so that all students are engaged in high level questions and discussions and assessment reflect deep understanding.

Instructional Strategies/Activities

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

5. Strategies/activities that encompass the needs of identified subgroups

A minimum of four classroom observations to observe practices across *The Danielson Rubric*

1. Activity - The administration will design a schedule for teacher observations and feedback.
2. Activity - Professional development for the teachers will be aligned to the feedback provided to the teachers.
3. Activity - The administration will attend professional development opportunities hosted by CFN035 to further assist in the norming of classroom observations.
4. Activity - Modifying lessons according to feedback of the classroom observations.

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

1. All Teacher Teams
2. Teachers and administration
3. Principal
4. Classroom teachers

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

6. Self- reflections will be used both prior to and post each observation to measure the alignment between teachers instruction and the CCLS Standards.
7. Team planning will reflect competencies 1a, 3b, and 3d on *The Danielson Rubric* to increase effectiveness.
8. The classroom teachers will conduct an analysis of the results of the internal assessment compared to the external assessments "New York State Examinations."
9. Implementation of modified lessons based on feedback of the classroom observations.

8. Timeline for implementation and completion including start and end dates

1. September, 2013 through May, 2014
2. September, 2013 through May, 2014
3. Bi-Monthly
4. Monthly

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

1. Teacher Team Meeting three times per month.
2. Monthly Staff meetings
3. Monthly Professional Development
4. Professional Development Workshop/Turn-Key

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).

- 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, Lego League, Colonial Day, etc.
- Parent coordinator and classroom teachers organize ongoing workshops related to ELA standards, Common Core changes to the curriculum, and testing strategies.
- Parent coordinator runs parent breakfast on Saturdays during ELA/Math workshops related to Self Sustaining Program.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Assessment based instruction using differentiated material. 2. Supplemental skill based Ready Gen Literacy Program. 3. Test Prep Instruction (self- supporting) 4. ESL and SETTS Instruction 	<ol style="list-style-type: none"> 1. One to one and/or small group 2. Small group 3. Small group 4. Small group 	<ol style="list-style-type: none"> 1. During classroom teaching. 2. During Extended Day three times a week. 3. Saturday School – 3 hours a week. 4. After School - 3 hours a week)
Mathematics	<ol style="list-style-type: none"> 1. Assessment based instruction using differentiated material. 2. Supplemental skill based Go Math Program. 3. Test Prep Instruction (self-supported) 4. ESL and SETTS Instruction 	<ol style="list-style-type: none"> 1. One to one and/or small group 2. Small group 3. Small group 4. Small group 	<ol style="list-style-type: none"> 1. During classroom teaching. 2. During Extended Day three times a week. 3. Saturday School – 3 hours a week. 4. After School - 3 hours a week
Science	<ol style="list-style-type: none"> 1. Science Lab Instruction 2. Literacy Instruction incorporating Science content area. 	<ol style="list-style-type: none"> 1. Whole class or small group all grades. 2. Whole class or small group all grades. 	<ol style="list-style-type: none"> 1. During the school day 2x a week. 2. During Extended Day three times a week.
Social Studies	<ol style="list-style-type: none"> 1. Literacy Instruction incorporating Social Studies content area. 	<ol style="list-style-type: none"> 1. Whole class or small group all grades. 	<ol style="list-style-type: none"> 1. During classroom teaching. 2. During Extended Day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. At risk counseling 	<ol style="list-style-type: none"> 1. Individual and small group 	<ol style="list-style-type: none"> 1. Based on need, availability and case load.

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- 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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 26	Borough Queens	School Number 094
School Name David Porter		

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

Principal JoAnn Barbeosch	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Susan Ciano Mazzo	Guidance Counselor n/a
Teacher/Subject Area Lynn Leon	Parent Kitty Fong
Teacher/Subject Area type here	Parent Coordinator Linda Courtney
Related Service Provider Joice McMahon	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	397	Total number of ELLs	26	ELLs as share of total student population (%)	6.55%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	2	2	2	1	1								9
SELECT ONE														0
Total	1	2	2	2	1	1	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	23			3		2				26
Total	23	0	0	3	0	2	0	0	0	26

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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	1	1	3											5
Chinese	2	6		1	1	1								11
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1	2		2	2	2								9
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	4	9	4	3	3	3	0	0	0	0	0	0	0	26

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	1	2										6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			1		1									2
Advanced (A)	3	7	2	1	2	3								18
Total	4	9	4	3	3	3	0	0	0	0	0	0	0	26

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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. At present there are five ELLs who came in as newcomers as well as four kindergartners who have few sight words, limited rhyming and decoding ability and limited comprehension knowledge/retelling ability.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Patterns across 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.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The school uses AMAO to follow student improvement. The data reveals that students improve in the listening/speaking modalities more quickly than in the reading/writing modalities. Therefore, instructional decisions are made to put greater emphasis on reading and writing. Many of the students are coming up as proficient in listening/speaking but only advanced in reading/writing. The information provided by the AMAO justifies the greater emphasis placed on reading and writing in order to help the students reach proficiency.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Students who are literate in their native language do well in the math state tests that have been translated into their language. However, they have some difficulty in social studies and science content area tests due to their unfamiliarity with social studies and science terms that do not have a translated meaning in their own 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.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Teachers use Go Math and ReadyGen. Embedded within the program are checkpoints that indicate whether a student is understanding the concepts being taught. If the student is not responding correctly during checkpoints, the student is pulled into a tier III or tier II for remediation. Once they show success in the remediation activity they join back into the mainstream of the instructional program.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers use Go Math and ReadyGen. Embedded within the program are English Language Learners hands-on activities that support vocabulary development. The students are better able to visualize and understand concepts being presented and thus make better connections to new words and concepts being presented.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
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. :

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. Staff members who speak Korean, Chinese or Spanish have been trained to assist and translate for the trained licensed pedagog. At registration, a trained licensed pedagog administers the HLIS. The ESL teacher screens the HLIS and determines who qualifies for LAB-R testing. The process is completed within 10 school days. Administration of the Spanish LAB for Spanish-speaking ELLs is also conducted.
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.
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. 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. This takes place within the first 10 days of school. Translators are provided at the meeting and the informational DVD is presented in their native language as well. Parents return the form at the meeting or within the next few days after the meeting. Reminders are sent home to ensure that all letters are returned over the following few days. Parents who did not show at the Parent Selection Meeting are reached out to to set another time for them to receive the information and view the DVD. Parents who have previously chosen a TBE/DL are informed of the process of how the program will become available
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned by following up with a note home or a phone call home in the translated language. The Program Selection forms are stored in a file under the student's name stored with the ESL Teacher, Mrs. Mazzo.
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.
According to parent choice, 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.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Steps taken to administer all sections of the NYSESLAT to all ELLs each year include setting up a schedule for testing for each grade and for each modality. Absentees are noted and make-ups are given.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)
After viewing Parent Survey and Program Selection forms for the past few years, trends show that parents request ESL 100% of the time. The program model offered at PS 94 is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction is delivered using the pull-out organizational model using both the heterogeneous and homogeneous program models. For instance, beginners and intermediate are classified as a homogeneous group. Beginning, intermediate and advanced students are classified as a heterogeneous group of mixed proficiency levels.

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)?

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. One certified ESL teacher provides the mandated number of instructional minutes for explicit ESL instruction. Each student receives the mandated instructional minutes of ELA instruction from their regular classroom teacher.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The school ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by administering the ELL interim tests and well as teacher made assessments.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students and ELLs in school less than three years (newcomers) are initially given survival language including learning to ask questions that will help them learn new vocabulary every day. "Wh" words are helpful in this instance and project them from basic vocabulary right into academic vocabulary enabling them to make connections into the story elements of literacy. Using total physical response (TPR) gives students basic vocabulary but can also be a jumping off point for lessons on cause and effect and compare and contrast, kick starting higher level thinking needed on ELA testing. ELLs receiving service for 4-6 years are often very close to testing out and generally need the added support in writing. Instructional support includes teaching them to use semantic webs to organize their thoughts. Other supports include playing word games to help them internalize correct grammatical phrasing such as subject-verb agreement and use of tenses. Long-term ELLs and former ELLs (in years 1 and 2 after testing proficient) receive academic intervention services (AIS) during the 37 1/2 minutes afterschool time on Tuesdays, Wednesdays and Thursdays.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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.

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

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.

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:			

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Science intervention is provided by the science teacher during the Academic Intervention Services (AIS) 37 1/2 minutes. ELA and math 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 Evan Moore fiction and non-fiction reading selections/activities are offered in the Title III afterschool program which meets twice a week on Tuesdays and Thursdays from 3:00-4:30 PM. All intervention services are offered in English. Students who have reached proficiency on the NYSESLAT are offered continuing transitional support through AIS 37 1/2 minutes. They are also offered support during standardized exams through time and a half and by being read the listening passage on the ELA exam three times.

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

The current program is considered highly effective as the ESL teacher meets with classroom teachers during curriculum planning to ensure that the content area addressed in the regular classroom is reinforced during the ESL instructional time. Strategies are implemented to help ELLs have access to better understanding of the concepts being taught in the regular classroom.

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

Improvements to the Title III program will be the possible inclusion of smartboard technology.

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

n/a

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

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. Many of our ESL students enroll in afterschool enrichment programs, including those focusing on art, movement, computer, music and theater.

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

Instructional materials including technology that are used to support ELLs include Imagine Learning software, A-Z Learning Software, books on tape, Rosetta Stone, and Starfall.

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

Native language in the ESL program is available about 25% of the time through content area glossaries, student translators and electronic and paper dictionaries.

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

All services and resources support and correspond to ELL's ages and grade levels. 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.

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

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. Activities to assist newly enrolled ELLs who enroll throughout the school year include the Title III program offered at our school on Tuesdays and Thursdays from 3PM to 4:30 PM.

18. What language electives are offered to ELLs?

Students are taught Spanish through our cluster teacher. Basic concepts are taught through songs.

19. For schools with dual language programs:

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

n/a

C. Professional Development and Support for School Staff

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

Professional development offered by the Office of English Language Learners (OELL) will be utilized. PD dates include 11/1, 11/5, and 11/15/13. Teachers of ELLs will engage in weekly professional development with general ed teachers and special ed teachers during weekly study sessions of the common core curriculum including the components of ReadyGen and Go Math. General Education and Special Education teachers have been attending professional developments days to engage in additional study of ReadyGen and Go Math and have been turnkeying good pedagogical practice back to the rest of the staff. In order to transition ELLs from elementary to middle school, 5th graders are offered Title III summer school so that they may continue studying English throughout the summer. In addition, 5th grade teachers introduce the fifth grade students to study habits and organizational strategies that will lead to successful years in middle school. The students are also given planners and taught how to use them to help them practice good organizational habits. All staff are afforded the minimum of 7.5 hours of ESL training through staff conferences offered the first Monday of each month, through professional development days in November and June and additional professional development offered throughout the school year by our network, CEI-PEA.

D. Parental Involvement

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

All parents are encouraged to become active members of the PTSA. Parents are also invited to be chaperones on class trips. Parents are also invited to class celebrations and to the monthly Porter's Pal Assembly that highlights students in each class who have shown especially kind and caring qualities of leadership for that month. The school has partnered with neighboring schools that offer ESL classes for parents. The school also keeps parents informed of parent information meetings offered by the DOE. 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. Staff members are fluent in Mandarin, Korean and Spanish and provide translations as needed.

E. Additional Information

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

Paste response to question 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		10/2/13
	Assistant Principal		
Linda Courtney	Parent Coordinator		10/2/13
Susan Ciano Mazzo	ESL Teacher		10/2/13
Kitty Fong	Parent		10/2/13
Lynn Leon	Teacher/Subject Area		10/2/13
Joice McMahon	Teacher/Subject Area		10/2/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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, the ethnicity and gender report and emergency cards are the data and methodologies used to assess the school's written 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 of 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): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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 provided 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)	\$7679	3 teachers x \$50.19/hr x 17 wks x 3hrs/wk
• Per session	\$ 904	3 teachers x \$50.19/hr x 4 sessions x 1.5 hrs/session (pd)
• Per diem	\$ 452	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.	\$ 600	Targeted Reading Intervention
• Additional curricula, instructional	\$ 735	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. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	\$ 830	Imagine Learning and RAZ Kids Software
Travel		
Other		
TOTAL	\$11,200	