

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE DAVID D. PORTER SCHOOL
DBN (i.e. 01M001): 26Q094
Principal: LAURA AVAKIANS
Principal Email: IAVAKIANS@SCHOOLS.NYC.GOV
Superintendent: DANIELLE GIUNTA
Network Leader: MARY JO PISACANO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Laura Avakians	*Principal or Designee	
Wendi Aronson	*UFT Chapter Leader or Designee	
Ellie Choi	*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 Elizabeth Valente	Member/ Teacher Teacher	
Jerilynn Strohschein	Member/ Teacher	
Effie Nicolaou	Member/ Parent	
Kitty Fong	Member/ Parent	
Karen Douglas	Member/ Parent	
Matthew Saliba	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	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 2015, 80% of students will make at least one year of progress on the Teachers College Reading and Writing Project (TCRWP) benchmarks for progress on Reading levels.

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.

. School needs assessments is an ongoing process conducted at School Leadership Team meetings, PTSA meetings, Pupil Personnel Committee (PPC) meetings, Vertical Data Team meetings and grade level meetings as well as informal and formal observations by administration. Student performance trends are assessed through informal and formal cumulative and summative assessments.

- The CCLS requires that students read and comprehend complex text. The 2013 NYS ELA assessments were fully comprised of texts and question types that meet these rigorous standards. The percentage of students achieving proficiency on the 2012 NYS ELA was 76%. This percentage fell to 43% in 2013 when the assessment was fully aligned to CCLS. The percentage of students achieving proficiency as measured on the April 2014 State ELA was 51%. In order to continue this trend of improvement it is imperative that students continue to move up in their independent reading levels. Making a minimum of one year's growth will bring students closer to reading on grade appropriate Lexile levels that are required by the CCLS. For those students whose independent reading level already matches their grade's Lexile expectancy, they also must make at least one year's growth in order to remain on the expected CCLS Lexile level.

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. Independent Reading takes place every day in Grades K-5 both in school, during Drop Everything and Read (DEAR) time (20 min/day) and at home (15-40 min /day based on grade level)
2. Guided Reading groups (3x/week) in grades K-5 support movement into higher reading levels by meeting students' individual phonemic and comprehension needs.
3. Read alouds, shared reading, and close reading of complex texts through higher order DOK questioning and discussion.

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

1. Classroom Teachers K-5, PLCs, Data Specialist, Administration, and Parents
2. Classroom Teachers, PLCs, Data Specialist, Administration
3. Classroom Teachers, Cluster Teachers, Administration

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

1. Analysis of TCRWP running record assessment data on AssessmentPro to look for growth in students' independent reading levels. Data Specialist will assist all staff in collecting and analyzing appropriate data.
2. Use of TCRWP running record assessments administered in September and November of 2014 and January, March, and June of 2015. Individual classroom teachers and PLCs (Grade-level and vertical teams) will use analysis of running record assessments, student observations and conference notes of small group and individual students to determine progress and next steps in reading skills and strategies
3. Use of data acquired from formative, as well as summative assessments within the ReadyGEN program to inform whole class and small group targeted instruction during the reading block. Grade level PLCs will use Professional Learning time to plan units, modules, and lessons based on data. Use of ongoing teacher observations by administration on the use of multiple entry points and questioning and discussion techniques to ensure that all students have access to the curriculum.

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

1. Independent reading routine began in September 2014 and will continue until end of June 2015. DEAR time takes place daily in all classrooms for 20 min. All students are required to read at home every night for 15-40 minutes depending on their grade level. Administration of TCRWP begins in September 2014 and takes place 5 times over the school year, ending in June 2015. (Sept., Nov., Jan., March, and June)
2. Guided Reading instruction in all grades began in November 2014 and will continue until the end of June 2015. Guided Reading takes place 3x /week in Grades K-5.
3. Instruction using the ReadyGEN curriculum began in September 2014 and will continue until June 2015.

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

1. Leveled Classroom Library – students have regularly scheduled “book shopping” days each week during which time they will select books on their independent reading level to utilize in school and at home to practice reading skills and strategies, as well as to build stamina. Administration will purchase additional leveled books

for classroom libraries as needed.

2. Sets of Leveled Texts – Sets of books on the Instructional levels of groups of students are available in a central location for teachers to borrow and use during Guided Reading Lessons. Network Literacy Coach provides professional learning sessions to support teachers in utilizing the Guided Reading Lesson format. Administration will purchase additional sets of leveled texts for Professional Resource room as needed.
3. ReadyGEN , used by Classroom teachers K-5 is Pearson’s Common Core aligned ELA program which utilizes complex texts to teach comprehension through close reading, well as, higher order questioning and discussion techniques. Network Literacy Coach will provide ongoing support with planning and executing effective ReadyGEN lessons. Complex texts on topics included in NYC Scope and Sequence of the content areas will be utilized by cluster teachers and Classroom Teachers. All teachers will use technology: SmartBoards, computers, document cameras etc. to project shared texts and to clearly define all learning expectations to the students.

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).

1. Independent reading levels are posted on ARIS parent link. These levels will be shared with parents during PTC, as well as next steps and strategies parents can follow to help support students in as they work toward moving up levels.
2. Parents are given the TCRWP Benchmark Reading Levels Chart along with a letter stating the student’s level and long term reading goals for the school year.
3. Explain CCLS expectations and the components of the ReadyGEN program to parents during PTA meetings. Parents receive a grade specific monthly newsletter which details the learning objectives in ELA for the module/unit being studied. Parents are also invited for classroom reading/writing celebrations. We also have a monthly Tea with the Principal during which curriculum is discussed.

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		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 2015, 80% of students in grades K-5 will demonstrate an increase in their ability to solve and explain mathematical problems in written or oral form as measured by an improvement of at least one proficiency level on the Go Math Baseline assessment and the Go Math end of unit assessments, aligned to the NYS and CCLS standards.

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.

As per the most recent (2012-13) Progress Report, we note that our median adjusted growth percentile was 54% which is 29.4 %of the NYC range, while the median adjusted growth percent for our Lowest Third Citywide students was 63% which is 21.1% of the NYC range. Similarly, we noted that it indicated our Early grade students' progress was 43% of NYC range. Overall we saw that 43.6% of our students had Level 3 / 4 Proficiency Levels, implying 56.4% of our students earned scores in Level 1 / 2 ranges. Looking closer at the test scores, we see that the average student proficiency was 3.15 which was 81.5% of the NYC range. Viewing yet another data source, the 2013-14 Quality Snapshot we noted that 73% of all students met state standards in math with an average score of 3.4 out of 4.5, as compared to the district average of 76%, which is significantly better than the NYC average 39%. The inconsistent quantitative data highlights the need for a specific quantitative metric to assist the school community in evaluating the effectiveness of this action plan; we will rely on the alignment of the GoMath curriculum and assessments with the NYS and CCLS standards.

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

2. Students in grades K-5 will experience Go Math CCLS aligned units in mathematics. Teachers will utilize math manipulatives in centers and flexible grouping to develop mathematical concepts and problem solving skills, as well as to differentiate instruction.
3. The grade teams will receive individualized professional development to work on using the inquiry process to improve teacher practice on strategies to assist in adjusting unit goals towards a more responsive curriculum aligned to student monthly progress.
4. Identify at risk students and plan RTI intervention to support classroom instruction in Math including UDL, multiple entry points for differentiated learning and math discourse.

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

1. Classroom Teachers K-5, PLCs, CFN Math Specialist, Administration, and Parents.
2. Classroom Teachers, PLCs, Data Specialist, Administration.
3. Classroom Teachers, Cluster Teachers, Related Service providers, and Administration.

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

1. School administration and faculty will analyze student progress in Go Math pre/post unit assessments and CCLS aligned, grade specific SchoolNet Benchmark assessments. School leaders will conduct frequent classroom observations and monitor student learning via teacher data binders including exemplars and performance task assessments. The CFN Math Specialist will engage teachers in job embedded professional learning to incorporate the use of technology as instructional aids in math instruction as they explore ways to expand effective pedagogical practices.
2. Data specialist/CFN coaches will continue to provide training to grade team teachers on the use of ARIS, School Net and STARS along with other assessment tools to access and analyze data to inform the inquiry process to improve teacher practice in strategies to adjust unit goals towards a more responsive curriculum aligned to student monthly progress. PLC Teacher teams will discuss and evaluate present practices, study current research to implement change strategies, monitor the progress of targeted students and share strategies with the school community.
3. The Data Specialist will collect data from existing management systems, conduct assessment item analysis and assist Inquiry team members in how best to utilize that data to improve student learning outcomes. Collaboration between data teams, related services and guidance staff will analyze the results of assessments to identify at risk students. Teachers will incorporate the Mathematics Depth of Knowledge Questioning, Go Math re-teach and enrich resources into their planning and teaching to improve critical thinking skills.

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

1. CCLS aligned, grade specific SchoolNet Fall 2014 & Spring 2015 Benchmark assessment will be issued in January 2015 and May 2015. The GoMath end of unit assessment will be issued to all students monthly, September 2014-June 2015.
2. In January 2015, the Data specialist will provide training on the use of School Net and STARS along with other assessment tools.
3. Collaboration between data teams, related services and guidance staff will analyze the results of each GoMath end of unit assessment to identify new at-risk students

from September 2014-June 2015.

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

1. Common planning time will be scheduled for teachers on the grade to meet weekly to plan instruction, to look at student work, to participate in the inquiry team process, to share ideas and resources and to discuss the Common Core State Standards.
2. Scoring of critical assessments and data analysis by teacher teams will occur during Circular 6 professional assignment periods along with Monday and Tuesday Data sessions. Per Diem days will be used for teachers to attend workshops to increase their content knowledge in mathematics and to deepen their understanding of how students learn and think about math.
3. Full day professional development in September, November and June will be used to continue school wide focus and to share information, new initiatives and provide needed support in addition to Monday/Tuesday PD, teacher led learning communities and job embedded professional learning to incorporate the use of technology, including online resources and tutorials and interactive white boards, as instructional aids in math instruction as they explore ways to expand effective pedagogical practices.

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).

1. Orientation meetings for parents in September 2014 to share learning goals for year with parents. School administration and faculty will engage students and families in reciprocal and ongoing discussions regarding student progress in Go Math pre/post unit assessments and CCLS aligned, grade specific SchoolNet Fall & Spring Benchmark assessments.
2. Parent workshops will focus on activities and strategies for parents to support students' mathematical development, including exemplars of CCLS, and mathematics rubrics.
3. PS 94Q school website with online resources for parents. Monthly SLT meetings to discuss and ensure the implementation of our CEP goals. Provide parents with timely information regarding student performance profiles, assessments and progress.

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		Title III		Set Aside		Grants
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 2015, 80% of students in K-5 will move up at least one level, or maintain level 3 and 4 in a written response, a written analysis, or a written opinion, based on informational texts. Scoring will be established through the use of a teacher created, Common Core aligned rubric.

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.

School needs assessments is an ongoing process conducted at School Leadership Team meetings, PTSA meetings, PPC Committee meetings, Vertical Data Team meetings and grade level meetings as well as informal and formal observations by administration. Student performance trends are assessed through informal and formal cumulative and summative assessments.

- The percentage of students achieving proficiency as measured on the April 2014 State ELA 51% as compared to 43.6% in April 2013.
- Current DOE Citywide Instructional Expectation
- Inquiry Team Analysis of student work by collaborative teacher teams
- Ready Gen End of the Unit Writing assessments and Ready Gen
- Fall and Spring MOSL writing rubrics

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. Students in grades K-5 will experience two NYC Writing-Performance Assessments CCLS aligned to the literacy standards in ELA, social studies, and/or science.
2. Identify at risk students and plan academic intervention to support classroom instruction including UDL, RTI and multiple entry points for learning.
3. Teachers will maintain writing portfolios for all students; rubrics will be attached to the student product

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

1. The Network Literacy Specialist will assist teachers in using student work to develop assessment tools to measure progress in responding to informational text and/or opinion writing. This will be provided through rigorous classroom instruction that is aligned to the CCLS.
2. Network Literacy Specialist, administration, grade level teachers and Inquiry team members will meet regularly to effectively monitor and revise curriculum and instruction to help students move toward the expectations of the CCLS in writing based on the NYC writing prompts. ESL/IEP teacher will continue to support writing during mandated periods by focusing on building academic vocabulary, writing skills, and higher order thinking skills. Meet at least bi monthly with PPC, Special Education Liaison and ELL teacher to ensure that students with IEP's or special needs are provided with the supports and resources needed to succeed.
3. Administration will conference with teachers to make sure that all students who need extra assistance are receiving ongoing Tier 1 and Tier 2 support and actionable feedback.

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

1. K-5 MOSL assessments in the Fall and Spring to assess student growth.
2. School Administrators will monitor student learning by collecting teacher data binders, conferencing with teachers, reviewing MOSL assessments, and through frequent classroom visits using The Framework for Teaching as an evaluation tool.
3. Conference, discussions at least 4 times a year to assess teaching, including how teachers allow for multiple entry points, scaffold and design coherent instruction to engage all students in learning

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

1. Fall MOSL 2014 and Spring MOSL 2015
2. PPC, SIT meetings October 2014 to June 2015
3. October 2014 to June 2015

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

1. Develop schedules to allow for at least one period of writing during the instructional day.
2. Teacher Teams will meet to analyze student work, data and impact on learning during grade meetings and Monday's/Tuesday's afternoons. Common planning time will be scheduled so teachers can meet on regular basis to align rubrics that align to the DOE / CCLS standards for Informational and opinion writing and response to literature.

3. Provide Professional development for teachers to improve teaching and support learning.

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).

1. Monthly PTS A meetings to provide and disseminate information from SLT and NYC Instructional Expectations.
2. Provide parents the opportunities to gain a better understanding of goals and objectives for student learning and to better understand student performance by providing workshops, parent orientation meetings, conferences and information dialogs as part of the monthly PTA meetings and Tea with the Principal meetings. Provide parents with timely information regarding student performance profiles, assessments and progress.
3. Maintain a Parent Coordinator to serve as a liaison between school and families on a daily basis. Parent coordinator provides a variety of parent workshops based on the assessed needs of the parents of children who attend our school.

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	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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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.

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.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	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	Guided Reading, ESL at risk and SETTS at risk instruction, Ready Gen supplemental activities, Close Reading, Shared Reading, Time for Kids, NY Ready series, I-Ready online, Brain Pop	Small group, one to one, focused small group, individualized online practice	During the school day, during the literacy block; push in/pull out with ESI and SETTS teacher
Mathematics	Go Math Supplemental reteach activities, I-Ready on line, NY Ready series, Brain Pop	Small group, one to one, focused small group, individualized online practice	During the school day, during the math block; push in/pull out with ESL and SETTS teacher
Science	Nonfiction aligned resources (articles), Brain Pop,	Small group instruction focused on Tier 2 vocabulary	During school day
Social Studies	Supplemental curriculum-articles, trade books, Brain Pop	Small group instruction focused on Tier 2 vocabulary	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor, Social Worker, Psychologist- at risk strategies include promoting self-esteem, social and emotional problem solving, maintaining friendships, communicating feelings, acceptable behavior	Individual, one to one, group	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 *TAS 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)

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 26	Borough Queens	School Number 094
School Name David Porter		

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

Principal 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%
--	------------	----------------------	-----------	---	--------------

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	Tot #
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	23			3		2				26

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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	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
Intermediate(I)			1		1									2
Advanced (A)	3	7	2	1	2	3								18
Total	4	9	4	3	3	3	0	26						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 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 [AMAQ tool](#))

The school uses AMAQ 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 AMAQ 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 tht 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. 
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:			

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
--	-----------	--------------	----------

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	\$ 600	Targeted Reading Intervention
• Must be supplemental.		
• 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	_____