

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**26Q094**

**School Name:**

**P.S. 094 DAVID D. PORTER**

**Principal:**

**LAURA AVAKIANS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The David D. Porter School School Number (DBN): 26Q094  
Grades Served: K-5  
School Address: 41-77 Little Neck Parkway, Little Neck, NY 11363  
Phone Number: 718-423-8491 Fax: 718-423-8531  
School Contact Person: Laura Avakians Email Address: lAvakians@schools.nyc.gov  
Principal: Laura Avakians  
UFT Chapter Leader: Wendi Aronson  
Parents' Association President: Georgia Katehis  
SLT Chairperson: Lynn Leon  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 26 Superintendent: Danielle Giunta  
Superintendent's Office Address: 61-15 Oceania Street, Bayside, NY 11364  
Superintendent's Email Address: dgiunta4@schools.nyc.gov  
Phone Number: 718-631-6943 Fax: 718-631-6996

**Borough Field Support Center (BFSC)**

BFSC: QPN Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, LIC, NY 11101  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: 718-391-8222 Fax: 718-391-8320

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laura Avakians	*Principal or Designee	
Wendi Aronson	*UFT Chapter Leader or Designee	
Georgia Katehis	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth Valente	Member/ Teacher	
Lynn Leon	Member/ Teacher	
Jeri Strohschein	Member/ Teacher	
Donna Jacobus	Member/ Parent	
Stacy Maldonado	Member/Parent	
Effie Nicolau	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Matthew Saliba	Member/ Parent	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The David Porter School is an elementary school with 367 students from kindergarten through grade 5 located in the Little Neck neighborhood of Queens. The school population comprises 6% Black, 17% Hispanic, 28% White, and 48% Asian students. The student body includes 7% English language learners and 12% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2014-15 was 96%.

Our mission at PS 094 is to foster collaboration among parents, students and staff to enrich the learning experience of each child through high expectations, academic rigor and a "thinking" curriculum. In an atmosphere rich with cultural diversity, we provide a differentiated program of instruction that sets the highest standards for all our children while celebrating individuality and encouraging creativity. We are preparing them to meet the academic and technological challenges of both the present and future. Our entire school community endeavors to be lifelong learners, socially responsible citizens and unique individuals.

PS 094 offers a variety of extracurricular activities such as, Cozy Comforts, Suzuki violin, Glee Club, Art Club, STEM Club, Student Council, Lego Robotics, Instrument programs, Taekwondo residence, Dance residence, Track Team, Recycling Squad, and more. We have also established collaborations / partnerships with community organizations, such as, North Shore Animal League, March of Dimes Walk-a-thon, SNAP and the local police department.

During the 2014-15 SY, the school leader and staff have put a strong process in place to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the Common Core Learning Standards (CCLS).

As we gear up for 2015-2016, we are planning more Integrated Co-teaching classrooms for first, second, fourth and fifth grade levels. We will continue to support students with two full time Special Education Teacher Support Services (SETSS) providers to cover both buildings. We will continue to provide our students with a Common Core aligned curriculum, Ready Gen and Go Math. Additionally, our kindergarten students will use Foundations along with Ready Gen. First grade students will use Words Their Way along with Ready Gen.

One of the key areas of focus at PS 094 for the 2015-16 SY will be to increase student performance / progress in English Language Arts (ELA), especially students continuing to move up in their independent reading levels and increasing the number of students that provide peer feedback on elaborating and revising their writing work . We will implement systems to effectively use data to drive instruction and improve student outcomes as evidenced by adjustments made to lesson and unit plans as a result of an analysis of student work at teacher team meetings.

Our goal is to show an increase in number of teachers taking on a leadership role, especially in the sharing of best practices, effective strategies, and the use of innovative instructional materials.

Finally, PS 094 will focus on improving communication between the school and parents regarding student progress, as well as increasing parent involvement in school events and as volunteers to support the school community.

## 26Q094 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	379	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	1.5%	% Attendance Rate		96.4%
% Free Lunch	27.9%	% Reduced Lunch		8.5%
% Limited English Proficient	7.0%	% Students with Disabilities		12.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		5.5%
% Hispanic or Latino	17.2%	% Asian or Native Hawaiian/Pacific Islander		47.6%
% White	28.2%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		3.62
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	50.7%	Mathematics Performance at levels 3 & 4		72.5%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The CCLS requires that students read and comprehend complex text. The 2014 NYS ELA assessments were fully comprised of texts and question types that meet these rigorous standards. The percentage of students achieving proficiency on the 2014 NYS ELA was 51%. The percentage of students achieving proficiency as measured on the April 2015 NYS ELA was 53.8% . According to the latest data, our level 4 students in grade 3 have moved from 5.1% level 4 to 16.2% level 4. Additionally, grade 5 students achieving level 4 increased from 19% to 23.6% in this year's NYS ELA test. Overall, our school has noted yearly progress in the NYS ELA exam-from 42.3% levels 3 & 4 in 2013 to 53.8% levels 3 & 4 in 2015.

In order to ensure steady improvement in the 2015-16 SY, 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.

### Part 2 – Annual Goal

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

By June 2016, 80% of students will make at least one year of progress on the Teachers College Reading and Writing Project (TCRWP) benchmarks for progress on Reading levels.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>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). Students will choose books based on their reading level and interest. Teacher will model appropriate Independent Reading behaviors and strategies.</p> <p>We will improve literacy instruction with a focus on Student Engagement in each and every reading and writing workshop, resulting in improved student outcomes. Reading on-level by June in:</p> <ul style="list-style-type: none"> <li>• Kindergarten– Level D</li> <li>• 1 st Grade – Level J</li> <li>• 2 nd Grade - Level M</li> <li>• 3 rd Grade - Level P</li> <li>• 4 th Grade - Level S</li> <li>• 5 th Grade - Level V</li> </ul> <p>The teachers along with the members of the Vertical data team will conduct periodic 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.</p> <p>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 will be monitored to determine progress and next steps in reading skills and strategies to meet a June 2016 goal of 80% of students on or above grade level.</p>	<p>K-5</p>	<p>Sept. 2015- June 2016</p>	<p>Classroom Teachers, Administration, PLCs, Data Specialist, Parents</p>
<p>Guided Reading groups (3x/week) in grades K-5 support movement into higher reading levels by meeting students’ individual phonemic, fluency, and comprehension needs. The purpose of each small group lesson will be made clear to the students through teacher modeling and use of precise academic language.</p>	<p>K-5</p>	<p>Sept. 2015- June 2016</p>	<p>Classroom Teachers, PLCs, Data Specialist, Administration</p>

<p>Read alouds, shared reading, and close reading of complex texts through higher order DOK questioning will be based on teacher understanding of students' prior knowledge and competence in reading skills and strategies in order to provide scaffolding and access for all students, including ELLs and SWDs. All students will be encouraged to think on their own and participate in whole-class and small group discussions.</p> <p>The Great Leaps Reading Fluency program will be used for targeted students in grades K-3. Foundations will be used as a whole class instructional program in Grade K to teach CCLS Foundational Skills.</p>	K-5	Sept. 2015- June 2016	Classroom Teachers, Cluster Teachers, Learning Leaders,  Paraprofessionals,  Administration
<p>Parents will be invited at least twice a month to attend various workshops and presentations during Family Engagement time on Tuesday's. Additionally, we will host night events such as, Family Literacy night and more.</p>	Parents and Students	Sept. 2015- June 2016	Teachers, parent Coordinator, Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Administration, Teachers, Parent-Coordinator, Parents, Paraprofessionals, Data Specialist, grade level PLCs, Vertical Team, Parent Association, and Learning Leaders.											
Instructional Resources: Leveled books for classroom libraries and guided reading book sets, Great Leaps Teacher and Student editions, Foundations kits and consumables for K, Leveled Literacy Intervention Kits, Teachers College Writing Project materials, CCLS ELA Standards, Danielson Framework for Teaching											
Schedule Adjustments: Common Planning time, target time-frames, teacher lesson plans, Professional Learning Time (Diverse Learning Sessions).											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 70% of students will be on or above grade level.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the most recent Quality Review (2013-14), “through regular use of relevant data, the teachers at PS 094 have an ongoing understanding of the performance and progress of individual students that effectively informs instruction and organizational adjustments. Student self-assessment checklists and exit slips are embedded in instructional practices in all classrooms K-5, enabling students, including English language learners and special education students to indicate their understanding at the end of a lesson or work product.”

According to the 2015 Framework for Great Schools Report 95% of the staff responded positively to questions in the element of Quality Student Discussion, which included that “students provide constructive feedback to the peers” and “show respect for each other ideas.” We will build on this structure of self-assessments and student-to-student discussions to include oral and written peer-assessments, which will build a community of trust and collaboration among students.

### Part 2 – Annual Goal

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

By June 2016, our school will work on establishing a supportive environment by having 75% of students provide oral, as well as written peer feedback on elaborating and revising their writing work as measured by CCLS aligned writing rubrics / checklists.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students will be taught how to engage in peer assessment by providing positive comments and next steps to their peers in a polite way using a rubric/checklist.</p>	<p>All Students Gr. K-5</p>	<p>Sept. 2015- June 2016</p>	<p>All Teachers, Administration</p>
<p>Teachers will review and adjust current rubrics to ensure that it includes elaboration and revision. They will create peer checklists for students to use.</p> <ul style="list-style-type: none"> <li>• Differentiated rubrics / checklists will be created and activities modified for SWDs.</li> <li>• ELL Students will receive a word bank and support from the ESL teachers so that they may fully participate in the peer assessment process.</li> </ul>	<p>All Students Gr. K-5</p>	<p>Sept. 2015- June 2016</p>	<p>All teachers, Administration</p>
<p>The Vertical Team, along with grade-level PLCs, will develop a Revision Scope and Sequence for Grades K-5 to clearly outline the revision strategies that will be taught at each grade level .</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Vertical Team, Data Specialist</p>
<p>Teachers and parent coordinator will provide information to parents regarding the use of rubrics as an assessment tool through workshops, phone calls, conferences, newsletters etc.</p>	<p>Parents, Students</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, Parent Coordinator, Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources: Administration, Teachers, Parent-Coordinator, Parents, Paraprofessionals, Data Specialist, grade level PLCs, Vertical Team, Parent Association, and Learning Leaders.</p> <p>Instructional Resources: ReadyGEN Reading Program Teachers’ Editions and Student Editions, Teachers College Writing Project materials, The Revision Toolbox by Georgia Heard, Revision Scope and Sequence for Grades K-5, Teacher and student-made checklists and rubrics, CCLS ELA Standards, and the Danielson Framework for Teaching</p>

Schedule Adjustments: Common Planning time, target time-frames, teacher lesson plans, Professional Learning Time (Diverse Learning Sessions).

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, at least 60% of students, including SWDs and ELLs in grades K-5 will be participating in oral, as well as written peer assessments of elaboration and revision in their writing pieces as evidenced by Peer Assessment Checklists / rubrics and teacher anecdotal records.

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In order to inform instruction and modify units of study to assist students in meeting learning goals for all students, including ELLs and SWDs, it is necessary for teachers and PLCs to analyze student work samples. This focus of our professional development work is a direct result of a Teacher Needs Assessment Survey conducted in September 2015.

According to the Framework for Great Schools Report 2015, the school received a total score of 50 in the Framework Element of Collaborative Teaching. We will continue to work on the areas of Innovation and Reflective Dialogue, which received scores of 70 and 50 respectively. Teachers in the school need to be encouraged to take risks and try new ideas in order to stretch and grow. Teachers must also be encouraged to discuss student work and instruction with other teachers in order to meet the needs of all students, especially SWDs and ELLs.

As per NYC School Survey 2014-2015, in the area of Collaborative Teachers, 85% of the responders strongly agree/agree with "I am able to design appropriate instruction that is matched to English Language Learners (ELL) proficiency and students with disabilities." Additionally, 95% of teachers responded positive to "I am able to develop appropriate IEP's for my students with disabilities."

### Part 2 – Annual Goal

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

By June of 2016, 100% of teachers will implement systems to effectively use data to drive instruction and improve student outcomes in use of evidence in argument across all content areas, as evidenced by adjustments made to lessons and unit plans as a result of an analysis of student work at teacher team meetings demonstrating an increase of a least 2% in Component 1E of teacher's practice.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
All teachers, including classroom and clusters, will meet in grade level professional learning communities bi-weekly on Tuesdays during Additional Professional Work time to analyze data, make instructional decisions, adjust teacher practice, set goals for student learning, develop curriculum scaffolds that will ensure instruction is more appropriate for the needs of all students including ELLs and SWDs, and assess progress toward June goals.	All Teachers	Sept. 2015- June 2016	Administration, Data Specialist
The members of the Vertical Teacher Team will meet regularly to analyze student work to ensure vertical alignment of curriculum across all grade levels.	Members of Vertical Team	Sept. 2015- June 2016	Administration, Data Specialist,
Teachers will receive Professional Learning during Monday PL sessions to deepen understanding of the Inquiry process as a means to analyze student work and revise and differentiate instructional practice for targeted subgroups (ELLs, SWDs)	All teachers	Sept. 2015- June 2016	Administration, Data Specialist, IEP Teacher, ESL Teacher
Parent Engagement Sessions will be conducted to offer training to parents on how to work with their children at home using the strategies that have been successful with targeted groups of students in the classroom to improve achievement levels	K-5 Parents	Sept. 2015- June 2016	Classroom Teachers, Administration, Data Specialist, PLCs, ESL Teacher, IEP Teacher

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Human Resources: Administration, Teachers, IEP Teacher, ESL Teacher, Parent-Coordinator, Parents, Paraprofessionals, Data Specialist, grade level PLCs, Vertical Team, Parent Association, and Learning Leaders.										
Instructional Resources: Professional articles on Inquiry Process, research on instructional strategies, excerpts from The Facilitator's Book of Questions by David Allen and Tina Blythe, samples of inquiry cycle protocols, CCLS Standards for ELA and Math, Danielson Framework for Teaching										
Schedule Adjustments: Common Planning time, target time-frames, teacher lesson plans, Professional Learning Time (Diverse Learning Sessions).										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

By February of 2016, school administration and at least 65% of teachers will have implemented systems to effectively use data to drive instruction and improve student outcomes in use of evidence in argument across all content areas as evidenced by adjustments made to lesson and unit plans as a result of an analysis of student work at teacher team meetings.

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

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

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

According to Professional Learning Plan, Agendas, Minutes from meetings and intervisitations, for 2014-15 school year approximately 25% of the teachers had the opportunity to engage in a leadership role by presenting during a PL session or by hosting other staff members visiting their classroom to observe lesson structure, management strategies etc.

According to the 2015 Framework for Great Schools Report, 58% of those teachers completing the survey responded positively to the Teacher Influence questions. These questions referred to how much influence teachers have on selecting instructional materials to be used in the classrooms, and developing instructional materials.

### **Part 2 – Annual Goal**

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

In order to maximize staff talents and strengths, and develop effective teacher leaders who can support the professional learning of individual teachers and teacher teams, the principal will create a school-wide culture of shared and distributed leadership across all stakeholders so that by June 2016, at least 75% of teachers will have had the opportunity to engage in a leadership role as evidenced by PL Plan, agendas, minutes, and scheduled intervisitations.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Afford all teachers opportunities to facilitate grade level PLCs, vertical team meetings, Monday Professional Development Sessions, and Parent workshops. A calendar will be generated and distributed in September 2015.	All Teachers, Parents	Sept. 2015- June 2016	Administration
Lead teachers will attend off-site professional learning sessions facilitated by central and BFSC in content areas and share information on best practices, effective teaching strategies, and use and development of innovative instructional materials with their colleagues.	All teachers	Sept. 2015- June 2016	Lead Teachers, Administration
Teachers will be given the opportunity to visit their colleagues in the school, as well as, visit other schools in the district to observe the use of these best practices, effective strategies, and innovative instructional materials with students.	All Teachers	Sept. 2015- June 2016	Teachers, Administration
The principal leads by example by seeking outside sources and mentors to continue her own professional learning.	All Teachers	Sept. 2015- June 2016	Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Administration, Teachers, Parents, Parent Association, and Learning Leaders.											
Instructional Resources: ReadyGEN program, Go Math program, Exemplars, Great Leaps, Foundations, NYC Science and Social Studies Scope and Sequence documents, and the Danielson Framework for Teaching											
Schedule Adjustments: Common Planning time, target time-frames, teacher lesson plans, Professional Learning Time (Diverse Learning Sessions).											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

In order to maximize staff talents and strengths, and develop effective teacher leaders who can support the professional learning of individual teachers and teacher teams, the principal will create a school-wide culture of shared and distributed leadership across all stakeholders so that by February 2016, at least 50% of teachers will have had the opportunity to engage in a leadership role as evidenced by PL Plan, agendas, minutes, and scheduled intervisitations.

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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

We have hosted a variety of Parent / Community functions during the 2014-15 SY. According to the 2015 Framework for Great Schools Report 90% of parents responded positively to the element of Parent Involvement in the school, which included communicating with the school/teachers to discuss student performance and volunteering time to support the school.

Since PS 094 and the PTA hold over 10 events each year, it is clear that we must improve communication so that all families are informed about school events and become more active participants in the school community.

### Part 2 – Annual Goal

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

By June 2016, effective systems will be in place to improve communication between home and school leading to increased parental involvement in school functions and PTA activities by a 5% increase in parent attendance at PTA meetings and school functions as evidenced by parent records of attendance.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In conjunction with PTA, school will implement Learning Leaders program to increase parental involvement by training parent volunteers to assist teachers in better meeting the varied needs of students.</p>	<p>Parents, Students Grades K-5</p>	<p>Sept. 2015- June 2016</p>	<p>PTA, parent coordinator, administration</p>
<p>Teachers and parent coordinator will consistently monitor and update school website to ensure school community has unfettered access to information.</p>	<p>Parents, Community</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, parent coordinator, Administration</p>
<p>Teachers will be proactive about communication with parents to support learning and strengthen the home-schools connection using the parent engagement time on Tuesdays for activities such as meeting with parents, phone calls to parents, writing newsletters or updating school website. Parent teacher conferences will be held 4 times a year.</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, teachers</p>
<p>The Parent Coordinator, school staff, SLT, and PTA will work collaboratively to plan Parent workshops and Family Curriculum and Entertainment Nights throughout the year to increase parent involvement and engagement on a variety of topics including: ELL workshops, IEP workshops, ELA and Math Shifts, Getting ready for MS, OT workshops, Science workshops, etc.</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, teachers, parent coordinator, SLT, PTA</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Human Resources: Administration, Teachers, Parents, Parent Association, and Learning Leaders.</p>										
<p>Instructional / Communication Resources: ReadyGEN program, Go Math program, Great Leaps, Foundations, NYC Science and Social Studies Scope and Sequence documents, School Messenger, and School website.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>	<p>X</p>	<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p><b>Other</b></p>

**Part 5 – Progress Monitoring**

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

By February 2016, effective systems will be in place to improve communication between home and school leading to increased parental involvement in school functions and PTA activities as evidenced by PTA and school function attendance sheets showing at least 75% of students will have had at least one parent attend at least 1 PTA or school function.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Teacher input; PPT meetings; Inquiry Teams  Lowest 1/3 by class/school	Great Leaps; Foundations; Guided Reading; Engage NY	Small group; one-to-one	During school
<b>Mathematics</b>	Teacher input; PPT meetings; Inquiry Teams  Lowest 1/3 by class/school	Remediation; Engage NY	Small group; one-to-one	During school
<b>Science</b>	Teacher input; PPT meetings; Inquiry Teams  Lowest 1/3 by class/school	Teacher created materials;	Small group; one-to-one	During school
<b>Social Studies</b>	Teacher input; PPT meetings; Inquiry Teams  Lowest 1/3 by class/school	Trade books; teacher created materials	Small group; one-to-one	During school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher input; PPT meetings; Parent requests	Super You	Small group; one-to-one	During school

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent Involvement Policy PS 094**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 094, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 094 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

#### **School-Parent Compact (SPC) PS 094**

PS 094 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

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 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **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 to 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.

# 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
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>• rationale</li> <li>• subgroups and grade levels of students to be served</li> <li>• schedule and duration</li> <li>• language of instruction</li> <li>• # and types of certified teachers</li> <li>• types of materials</li> </ul>
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

### Part B: Direct Instruction Supplemental Program Information

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 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

**Part D: Parental Engagement Activities**

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
<ul style="list-style-type: none"> <li>Per session</li> </ul>	\$ 904	3 teachers x \$50.19/hr x 4 sessions x 1.5 hrs/session (pd)
<ul style="list-style-type: none"> <li>Per diem</li> </ul>	\$ 452	3 teachers x \$50.19/hr x 3 sessions x 1 hr/session (parent engag)
Purchased services	_____	_____
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials	\$ 600	Targeted Reading Intervention
<ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$ 735	Components of Reader's and Writer's Workshop from Benchmark Education and Heinemann
Educational Software (Object Code 199)	\$ 830	Imagine Learning and RAZ Kids Software
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>\$11,200</b>	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>26</b>	Borough <b>Queens</b>	School Number <b>094</b>
School Name <b>David D. Porter</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Laura Avakians</b>	Assistant Principal <b>n/a</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Susan Ciano Mazzo</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Michelle Pangburn Frey</b>	Parent <b>Ellie Choi</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Linda Courtney</b>
Related-Service Provider <b>Lauren Henderson</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>367</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	24		3	3		1	0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	4	2	1										0
Chinese	2	2	2	1	1	3								0
Russian	0	1												0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	4	2	0		0	1								0
Punjabi														0
Polish														0
Albanian														0
Other				0	1	0								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	2		1										0
<b>Emerging</b> (Low Intermediate)	2			1	1									0
<b>Transitioning</b> (High Intermediate)	1	1			1									0
<b>Expanding</b> (Advanced)	10	1	2		2	1								0
<b>Commanding</b> (Proficient)	6		2	2	1	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				1		1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	6	1	7	5	2	1								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 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 eight ELLs who came in as first year newcomers as well as fourteen kindergartners who have few sight words, limited rhyming and decoding ability, and limited comprehension knowledge/retelling ability.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Patterns across proficiency levels and NYSESLAT modalities reveal that students advanced along the proficiency levels. In kindergarten, students who took the NYSITELL and entered as beginners progressed to emerging or transitioning on the NYSESLAT. Students who entered as intermediate advanced to expanding or commanding. Students in first and second grade who took the NYSESLAT advanced from intermediate or advanced to commanding. Other students maintained their performance as advanced or expanding students. In third and fourth grade, students who were advanced progressed to commanding. One student who was intermediate received a level 3 on the NYSELA which gave her commanding status. Some students who are newcomers made little progress maintaining an emerging level. Some newcomers made progress moving from beginners to emerging or transitioning levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The school uses AMAO to follow student improvement. The data reveals that students improve in the listening/speaking modalities more quickly than in the reading/writing modalities. Therefore, instructional decisions are made to put greater emphasis on reading and writing. Many of the students are coming up as "Commanding" in listening/speaking but only "Expanding" in reading/writing. The information provided by the AMAO justifies the greater emphasis placed on reading and writing in order to help the students reach "Commanding."
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. Students who are literate in their native language do well in the math state tests that have been translated into their language. However, they have some difficulty in social studies and science content area tests due to their unfamiliarity with social studies and science terms that do not have a translated meaning in their own language. When performing on the English Language Arts test, they are weak in areas that require knowledge of idioms and inferential skills that are required to navigate the ELA test. There are also many content area specific vocabulary words and phrases, especially in non-fiction passages that present challenges to understanding the text. Results from periodic assessments are shared with the school leadership and teachers so that they can differentiate instruction for their students.

B. and C. The school does not administer ELL periodic assessments. The home language is used with bilingual dictionaries and glossaries so that students can unlock meaning of new terminology and gain more comprehensible input.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

Universal screening is used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. Screening assessments give clear indications of risk in specific domains through set benchmarks or criteria, or by detailing how a child performs relative to peers of the same age or grade level. These assessments often point out risks that may not be apparent from classroom interactions alone, and they are especially useful for understanding performance across groups of students. Strengthening classroom instruction (i.e., the instructional core), is a key step to supporting ELLs at-risk for or experiencing difficulties, as well as a critical step in fully implementing the RtI model. ELLs may show low academic achievement because the instructional core has not met their needs as learners. Since the RtI model works best, and serves the greatest number of students, when the instructional core is tailored to the needs of the classroom population, it holds particular promise in settings with high numbers of ELLs. The Center for Research on Education, Diversity and Excellence (CREDE) provides five interrelated instructional principles for teachers of linguistically diverse populations. By following these principles and teaching rigorous academic content, educators can create high-quality instructional environments that foster academic success. The teaching staff uses "Go Math" and "ReadyGen." Embedded within the programs are checkpoints that indicate whether a student is understanding the concepts being taught. If the student is having difficulty responding during checkpoints, the student is pulled into a tier III or tier II group for remediation. Once they show success in the remediation activity, they join back into the mainstream of the instructional program. Collaboration in the service of jointly constructing knowledge provides students with opportunities to positively engage with one another and with their teacher around rigorous academic content. Such interactions boost academic development and academic motivation.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
As required by State rules and as a first step in a universal screening process, when a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) is completed. With this information, teachers begin to uncover the factors that could influence the student's English language learning process, thereby allowing this knowledge to guide linguistically responsive instructional choices. Beyond screening and identification for ESL services to support language development, the ELL student also takes part in RtI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student receives targeted instructional support to bolster development in this area. This support is delivered in coordination with language support service. The school administers baseline tests in the Fall in Math and English Language Arts. Information from these tests are used for instructional purposes to understand an ELL student's needs. English Language Learners hands-on activities are embedded within the "Go Math" and "ReadyGen" programs that support vocabulary development. The students are better able to visualize and understand concepts being presented and thus make better connections to the new words and concepts being presented. The ENL teacher works with the classroom teacher to assist with strategies for the ELL student that will strengthen their comprehensible input in all academic areas.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
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 standartized tests in ELA, Math and Science. Reading level progression indicates whether students are decoding and understanding new vocabulary, reading with fluency, retelling important parts using connecting words, and whether they can answer literal and inferential questions about the text. Writing samples indicate whether students can write on a topic introducing the subject, using details within a paragraph, using connecting words between paragraphs, and finish

with a conclusion. Class participation reveals whether students feel comfortable asking questions and adding to a conversation. The results of all the classroom work reflects on the state tests and 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Students who may possibly be ELLs are initially identified by administering the Home Language Identification Survey (HLIS) including the student and parent interviews in English and/or the parent’s preferred language of communication. Staff members who speak the parent’s and/or student’s native language, including but not limited to Korean, Chinese or Spanish, have been trained to assist and translate for the trained licensed pedagog. At registration, Mrs. Mazzo, a trained licensed pedagog certified in TESOL administers the HLIS. Mrs. Mazzo, the TESOL certified teacher screens the HLIS and determines who qualifies for the NYSITELL assessment and for the Spanish LAB assessment. The Spanish LAB is administered with the assistance of a bilingual teacher in-house, Mr. Robin, who is certified in N-6. The NYSITELL is administered by Mrs. Mazzo, the TESOL certified teacher. All testing is completed within the first 10 school days.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Newly admitted students in grades 3 through 5 who test on the NYSITELL at the entering or emerging level are administered the SIFE oral interview questionnaire. A reading level assessment and a writing sample are also administered. For students who speak Spanish, there is the LENS assessment. Students are given the SIFE oral interview questionnaire with 30 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
Newly enrolled students with IEPs and a language other than English are reviewed with the Language Proficiency Team (LPT). Members of the team include teachers certified in TESOL and teachers certified in Special Education, a school administrator and the parent/guardian of the student. The LPT reviews evidence of the student’s english language development including the HLIS for SIFE identification. If the LPT determines that the student should take the NYSITELL, the procedure proceeds as with any student requiring the NYSITELL. If the LPT determines that the student should not take the NYSITELL, the process proceeds along to the principal. If upon review, the principal decides the student should take the NYSITELL, the process proceeds as with any other student. If the student decides the student should not take the NYSITELL, the process proceeds along to the superintendent or designee. The parent is notified within three days of the decision. If the superintendent or designee decides the student should take the NYSITELL, the process proceeds as with any other student. If the superintendent or designee decides the student should not take the NYSITELL, the parent is notified and the ELL identification process terminates. The timeline to accept or reject LPT recommendation is 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
The school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined by maintaining a checklist of students tested, the date they were tested and the date the notification letters were distributed. All letters are sent in the parents’ preferred language. Mrs. Mazzo is responsible for the process.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents are informed that they have the right to appeal ELL status within 45 days of enrollment through the entitlement letter they receive. Letters are sent to parents in their preferred language of communication. Mrs. Mazzo is responsible for the process. Copies of all letters are filed in the students’ cumulative folders and in the ENL folder
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
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. Mrs. Mazzo, the TESOL teacher is responsible for explaining the three programs. 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 in order 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. When a parent survey is not returned, the bilingual program is the default placement if numbers indicate that a bilingual can be formed.

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

Mrs. Mazzo, the TESOL certified teacher, reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner by following up with a note home and/or a phone call home in the translated language. Parent program choice is monitored by maintaining a checklist of students' names and the parent's program choice. If the parent does not return the form within five calendar days, the student is placed in a bilingual program if one is available at the school. Otherwise, the student is placed in an English as a New Language program (ENL).

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

The school monitors the Parent Survey and Program Selection forms that have not been completed and returned by maintaining a checklist of student's names and the date the form was returned. The school reaches out to parents who have not completed and returned the form through a note home and/or a phone call in the translated language.

9. Describe how your school ensures that placement parent notification letters are distributed.

Mrs. Mazzo, the TESOL certified teacher, ensures that placement parent notification letters are distributed in the parents' preferred language. A copy of the dated letter is maintained in the student's cumulative file folder and in the ENL file. A chart is maintained indicating when the letter was sent.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The school retains all ELL documentation for each child in the student's cumulative records. In addition, a folder of ELL Critical Documents is maintained for each student in a centrally located file with the ESL teacher for easy access and review. Those with designated authority have access to ELL documentation.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year include: 1. Refer to RLAT to determine NYSESLAT eligibility; 2. Setting up a schedule for testing for each grade and for each day e.g. Day 1, Day 2, Day 3; 3. Taking note of absentees and new admits and scheduling make-ups. Refer to RLER and RLAT to determine any new admits. Mrs. Mazzo administers the NYSESLAT to all ELLs each year.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Mrs. Mazzo ensures that continued entitlement and transitional support parent notification letters are distributed by maintaining copies of the dated letters in the student's cumulative record and in a folder of ELL Critical Documents in a central location for easy access and review. All letters are sent in parents' preferred language.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 models offered at our school are aligned with parent requests.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Instruction will be delivered using integrated and standalone ENL as per CR Part 154.2. Kindergarten, second, third, fourth and fifth grade ELLs and Former ELL students will be served in either a heterogeneous and/or a homogeneous pull-out organizational model by a dually certified teacher. No more than two contiguous grade levels will be scheduled together. First grade ELLs are grouped heterogeneously in one class and will receive integrated ENL instruction by their dually certified classroom teacher. In addition, they will receive standalone pull-out ENL instruction by a dually certified teacher.
  - b. TBE program. *If applicable.*  
n/a
  - c. DL program. *If applicable.*  
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Each ELL's program is arranged as follows. Students at the Entering Level are receiving 180 minutes of standalone ENL, and 180 minutes of integrated ENL including differentiated texts, online articles and videos, and trade books. Students at the Emerging Level are receiving 90 minutes of standalone ENL, 180 minutes of integrated ENL and 90 minutes of either standalone or integrated ENL including differentiated texts and trade books to support the theme being studied in ReadyGen. Students at the Transitioning Level are receiving 90 minutes of integrated ENL and 90 minutes of either standalone or integrated ENL including differentiated texts, online articles and videos, and trade books to support the theme being studied in ReadyGen. Students at the Expanding Level are receiving 180 minutes of integrated ENL including differentiated texts, online articles and videos, and trade books to support the theme being studied in ReadyGen. Former ELLs at the Commanding Level are receiving 90 minutes of integrated ENL in ELA or content area including differentiated texts, online articles and videos, and trade books to support the theme being studied in ReadyGen. Home Language supports are available to students in the form of home language dictionaries and glossaries and Google translate.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
Science and social studies content areas are delivered by a combination using the ESL teacher, the science teacher and the grade level teacher using English as a language of instruction. In order to make content comprehensible, all teachers use scaffolding techniques such as organizers, visuals, hands-on activities, smartboard technology and any other realia that will help to create comprehensible input. In addition, differentiated instruction is a prime strategy used by all teachers. For instance, intervention support is embedded in the Go Math instructional program. All these approaches meet the demands of the Common Core Learning Standards. Native Language supports are available to students in the form of home language dictionaries and glossaries and Google translate.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
We ensure that students whose home language is spanish receive the Spanish LAB. We ensure that all students in grades 3 through 5 receive the math and science state tests in their home language (Korean, Spanish, Chinese, and Russian). Students with other native languages receive translators for the math and science state tests.
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 teacher made assessments, including rubrics and checklists for the task associated with each modality (listening, speaking, reading, writing). Students also receive Fall and Spring Benchmark tests in reading.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL statusSIFE students and ELLs in school less that 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 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 as well as compare and contrast, thus kick starting higher level thinking needed on ELA testing. ELLs receiving service 4-6 years

are often very close to Commanding Level and generally need the added support in writing. Instructional support includes teaching them to use semantic webs to explore vocabulary. Many varieties of organizers help them to organize their thoughts so that they can transfer their ideas into a well-sequenced paragraph and/or essay. Other supports include playing word games to help them internalize correct grammatical phrasing such as subject-verb agreement and use of verb tenses. Long Term ELLs and Former ELLs profit from above mentioned webs and organizers as they explore deeper academic vocabulary for the content areas of ELA, Science and Social Studies. All ELLs and FELLs receive test accommodations which allow them to 1 1/2 time. They also have access to bilingual glossaries.

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

For students who have been re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, the school ensures that the student's academic progress has not been adversely affected by monitoring the student's progress throughout the school year. Monitoring includes but is not limited to review of progression of the student's reading level, success in writing tasks, and analysis of math tests. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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 SETTS, ICT Special Ed 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. Additional online programs include myON and Bookflix and BrainPop in which students read and listen to books on their designated level. Language arts activities are available on starfall.com and abcy.com. The SETTS teacher selects activities for subgroups that meet the needs of SWDs. The ENL teacher refers to the student's IEP to insure that the student's goals are being met. Using these strategies to build decoding skills, recalling information and inferential thinking help ELL-SWDs advance in their knowledge of English.

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

ELL-SWDs that have been identified benefit from strategies mentioned above. The SETSS, ICT Special Ed and 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 ELL-SWDs.

Chart

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

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

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

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



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

Chart

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

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

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

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

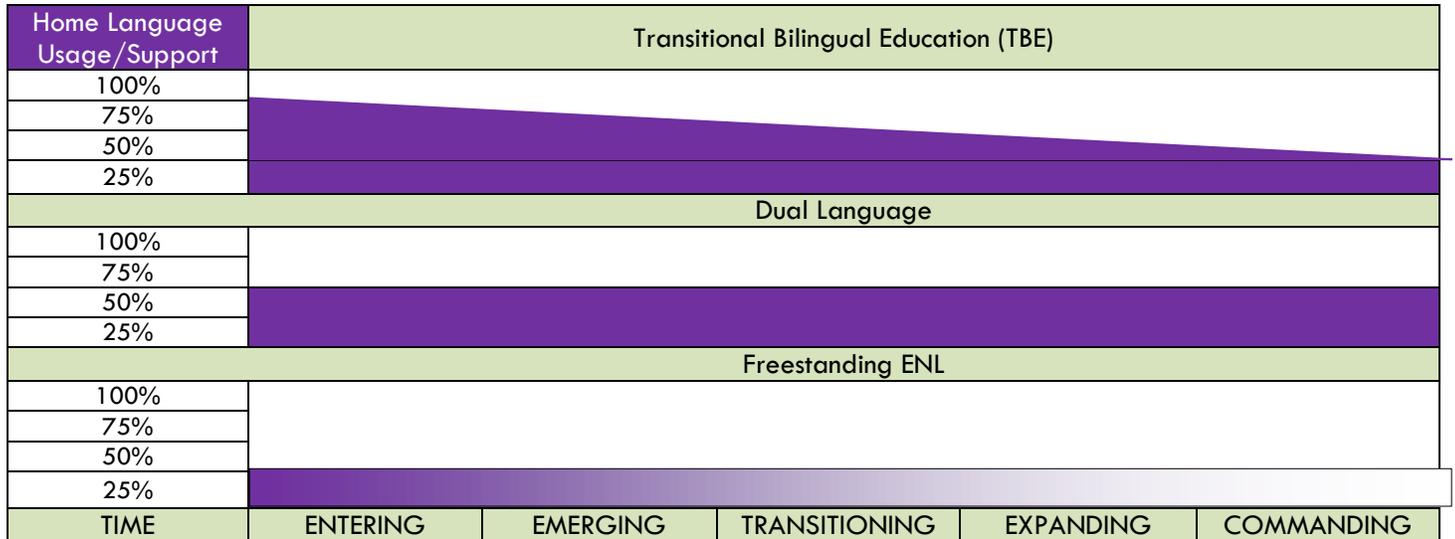


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Academic Intervention Services are offered for SIFE and newcomers as part of a Tier III group by which the classroom teacher pulls a group of students after presenting an ELA, math, social studies or science core content area mini-lesson. The teacher implements scaffolded strategies and activities in order to increase the comprehensible input that aligns with the goal of the lesson. Those students may continue to be included with developing and long term ELLs who are offered intervention services as part of a Tier II group. The classroom teacher implements additional strategies and activities that meet the needs of those students. The ESL teacher supports the classroom teacher by offering similar and/or additional strategies so as to enable the students to get a better command of the language. For instance, the students may be reading about a topic in ReadyGen. Targeted interventions would include looking at pictures to get the meaning, using sentence frames and organization charts to guide conversations and notetaking. Sequencing cards help students to understand the order of the story. Providing students with sentence starters to enable them to ask questions helps teachers know what they have questions about. In science and social studies, students can expand their understanding of scientific and social studies terminology by stating the relationships between pairs of related words. Students can give facts about what they learned by referring to photos in the text. Students can use text features to understand and expand their science vocabulary. Students can compare certain concepts by pointing to how pictures in a text are the same or different. In math, students need to understand the meaning of words in word problems. Students can work together to act out the problem or draw the scenario. A buddy in the group can help lend an understanding of word meaning that may be confusing to the ELL student. All intervention services are offered in English with home language supports such as home language dictionaries and glossaries and a more advanced student who speaks the beginner ELL's native language.
11. 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 time. This is to ensure that the content area and language development addressed in the regular classroom are reinforced during the ESL instructional time. Strategies are implemented to help ELLs have access to a better understanding of the concepts being taught in the regular classroom. Assessments include rubrics, check lists, exit slips and choice boards. All teachers are aware that they are teachers of ELLs through the differentiated approaches and choices they allow ELLs to make to show their knowledge of the content area they are learning about.
12. What new programs or improvements will be considered for the upcoming school year?

Improvements that will be considered are the placement of a smartboard in the ESL teacher's classroom, and the placement of our first grade ELLs in one classroom along with English dominant students with a dually certified classroom teacher.
13. What programs/services for ELLs will be discontinued and why?

We do not have access to the Title III Funded Program this year due to the fluctuation in our numbers. Our numbers this year were always at 30 or above but do not seem to have met the number of enrolled ELLs required to qualify for the Title III Funded Program.
14. 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. This program includes all students in fifth grade. ELLs are especially valued for their artistic input. ELL students run for student government. They are nominated by their classmates. A former ELL is currently student council treasurer. Many of our ELLs also enroll in our afterschool program "InMotion" which offers them homework help and art and movement activities. Notices are sent home at the beginning of the school year and posted on the school website. Students may join the after school program at any time. This service enables ELL students to socialize with students whose native language is English and enables them to progress in their knowledge of English.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Instructional materials, including technology, that are used to support ELLs in core content area and language are Rosetta Stone, Starfall, and MyOn Digital Reading System.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our school offers ENL. Home language support is available 25% of the time through New York State Education Department Science and Social Studies bilingual Korean, Chinese and Spanish content area glossaries, bilingual Korean, Chinese and Spanish dictionaries and Google Translate.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The school ensures that all required services/resources support and correspond to ELLs' ages and grade levels. Students are placed in grades appropriate to their birth date. Students are also grouped with their age appropriate peers for all services provided for them. Both the SETTS, ICT Special Ed 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. Additional online programs include myON and Bookflix and BrainPop in which students read and listen to books on their designated level. Language arts activities are available on starfall.com and abcya.com. The SETTS teacher selects activities for subgroups that meet the needs of SWDs. The ENL teacher refers to the student's IEP to insure that the student's goals are being met. Using these strategies to build decoding skills, recalling information and inferential thinking help ELL-SWDs advance in their knowledge of English.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Activities that assist newly enrolled ELLs before the beginning of the school include attendance at the summer school Title III program in the district. Activities for new ELLs who enroll throughout the school year include a newcomer class time with the ESL teacher. The school counselor takes students at-risk to help students meet challenges that come up.

19. What language electives are offered to ELLs?

At the present time, some Spanish through songs is offered by the music cluster teacher.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The professional development plan for all ELL personnel at the school, that is, all teachers of ELLs includes professional development on Mondays from 2:40 to 4:00 P.M. Workshops for staff in all content areas include but are not limited to Project Based Learning across all content areas, UDL for multiple entry points in all content areas, content area vocabulary and Smartboard Technology-interactive learning to increase student engagement. Paraprofessionals receive pd in Great Leaps-a response to intervention to close the achievement gap. Guidance counselors and psychologists receive pds in interacting with and supporting students in crisis. Occupational/Physical therapists receive pd on techniques in handwriting. Secretaries receive pd on ATS filling out Adult Preferred Language, Student Native language, knowledge about home language surveys. Parent coordinators receive pd regarding Language Access Coordinators responsibilities.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Professional development will be offered to teachers of ELLs, including ENL teachers, in supporting ELLs as they engage in the Common Core Learning Standards through the Office of English Language Learners (OELL) and through the Borough Field Support Centers. One PD was offered and attended on the new PART 154 Regulations held at Linden Place on August 25, 2015 from 9 AM to 3 PM. Additional pd offerings from the Borough Field Support Office that will be attended are: Vocabulary Unpacked- Nov. 24, 2015; Text Complexity- Dec. 17, 2015; SIFE-Jan. 21, 2016; Disciplinary Literacy-Feb. 24, 2016; L. Acquisition/L. Disability- Mar. 17, 2016; RTI for ELLs- April 20, 2016; Oral Language Unpacked- May 26, 2016.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
In order to transition ELLs from elementary to middle school, 5<sup>th</sup> graders are offered Title III summer school so that they may continue studying English throughout the summer. In addition the 5<sup>th</sup> 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our school will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 154.2 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. This professional development will be offered the first Monday of each month, and during professional development days in November and June. Agendas and attendance sheets will be generated weekly and kept in a file for easy access.

### C. Parental Involvement

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

The school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas through in person meetings, phone calls and letters to parents. Interpretation and translation is provided as needed.

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

A Parent Outreach List is maintained by Mrs. Mazzo and Mrs. Frey with dates of communication and topic of discussion. Translation services are made available through bilingual staff, including Mrs. Wu, our nurse who speaks Mandarin, Mrs. Park, our kindergarten teacher who speaks Korean, Mr. Robin, our music teacher who speaks Spanish and Sophia Sideris, our school aide who speaks Greek.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents are encouraged to become members of the PTSA. Parents are also invited to be chaperones on class trips. Parents are 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. Parents are involved in school celebrations such as the yearly Harvest Festival and the International Food Festival. Bilingual parents attending the events serve as translators on an as need to basis.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has partnered with neighboring schools as well as the Queensborough Public Library that offer ESL classes for parents. The school also keeps parents informed of parent information meetings offered by the DOE.

5. How do you evaluate the needs of the parents?

Parents needs are evaluated by offering informational meetings for parents of ELLs. Parents often raise questions about their concerns. Translators are also available at informational meetings for parents to relay their concerns. Parents are also encouraged to call the school to discuss any concerns they have. Parents language needs are also evaluated by viewing the Report of Parent Languages (RAPL) and student emergency cards (Blue Cards). The parent coordinator monitors responses on the Blue Cards, Home Language Survey Forms. The parent coordinator also requests parents' email addresses to assure a means of communication when concerns are raised.

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

Activities that address the needs of the parents have included literacy and math nights as well as informational meetings about state exams including exam structure, ELLs exemption status and testing accommodations. Translation services are made available through bilingual staff, including Mrs. Wu, our nurse who speaks Mandarin, Mrs. Park, our kindergarten teacher who speaks Korean, Mr. Robin, our music teacher who speaks Spanish and Sophia Sideris, our school aide who speaks Greek. The parent coordinator also requests parents' email addresses to assure a means of communication when concerns are raised.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Avakians	Principal		10/28/15
	Assistant Principal		
Linda Courtney	Parent Coordinator		10/28/15
Susan Ciano Mazzo	ENL/Bilingual Teacher		10/28/15
Ellie Choi	Parent		10/28/15
Michelle Pangburn Frey	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Lauren Henderson	Other <u>SETTS</u>		10/28/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **26Q094** School Name: **David D. Porter**  
Superintendent: **Giunta**

### Before you begin, please check the following:

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

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

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

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

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

The Report of Preferred Languages (RAPL), Part III of the Home Language Identification Survey (HLIS), the parent guardian student ethnic form, the ethnic census report, the ethnicity and gender report and Student Emergency Contact cards(Blue cards) are the data and methodologies used to assess the schools written and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

Preferred languages include Korean, Chinese, Spanish, and Russian.

### Part B: Creating a Communications Calendar

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

The school typically disseminates newsletters, calendars monthly, parent-teacher conference announcements in November and March, after-school program information at the beginning of the school year, New York State testing dates in January, a general overview of the student curriculum and letters from the school leadership monthly.

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

The school holds parent-teacher conferences. These will take place on the following dates: September 17, 2015, November 5, 2015, March 3, 2016, and May 12, 2016. Informal interactions, such as attendance teacher or guidance counselor calls to parents will take place on an as need basis.

### **Part C: Providing Language Assistance Services**

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

Translation services will be provided by in-house staff or parent volunteers. Documents will be translated prior to distribution in order to ensure timely provision of translated documents to parents.

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

Interpretation services will be provided as needs dictate for parent/teacher meetings, group meetings which may require interpretation, and any other face-to-face meetings that may require interpretation. Oral interpretation services will be provided in-house by staff or parent volunteers. Over-the-phone interpreters via the Translation and Interpretation Unit will also be utilized as needed.

### **Part D: Training Staff on Policies and Procedures**

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

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service by distributing and discussing the T&I Brochure, Language ID Guide and Language Palm Card at the first professional development Monday, September, 28, 2015.

## **Part E: Providing Notice of Language Assistance Services**

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

### Checklist of Notification Requirements

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

The school will fulfill parental notification requirements for translation and interpretation services as per Section VII of Chancellor's Regulation A-663 by posting a welcome poster, distributing the Parents' Bill of Rights and Parents' Guide to Language Access, and by providing the Language ID Guide at the security desk and main office.

## **Part F: Monitoring and Quality Control**

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

The school will view the parent survey to gather feedback from parents on the quality and availability of services. The principal also hosts monthly meetings for parents to attend and express any concerns, including gathering feedback and best practices on the availability of translation services.