



PUBLIC SCHOOL 5

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 07X005
ADDRESS: 564 JACKSON AVENUE, BRONX, NEW YORK 10455
TELEPHONE: (718)292-2683
FAX: (718) 292-2495

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07x005 **SCHOOL NAME:** Port Morris School

SCHOOL ADDRESS: 564 Jackson Avenue, Bronx New York 10455

SCHOOL TELEPHONE: 718-292-2683 **FAX:** 718-292-2495

SCHOOL CONTACT PERSON: Mary M. Padilla **EMAIL ADDRESS:**
MPADILL@SCHOO
[LS.NYC.GOV](mailto:MPADILL@SCHOO)

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Carol Clarke</u>
PRINCIPAL:	<u>Mary M. Padilla</u>
UFT CHAPTER LEADER:	<u>Blanca Delgado</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Cheryl Cross</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 **SSO NAME:** Leadership Learning Support Organization

SSO NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Yolanda Torres

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mary M. Padilla	*Principal or Designee	
Blanca Delgado	*UFT Chapter Chairperson or Designee	
Cheryl Cross	*PA/PTA President or Designated Co-President	
Iris Torres	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Roselyn Leuzzi	Member/	UFT
Carol Clarke	Member/	UFT
Evelyn Roca	Member/	UFT
Margaret Smith	Member/	PTA
Evelina Smith	Member/	PTA
Jacqueline Guzman	Member/	PTA
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

We believe that PS 5 is truly a learning community. As soon as you walk through our front door there is evidence that our students are life long learners. The building comes alive with student work displayed throughout. Our revised mission statement reflects our ever evolving goals and environment.

A Balanced Literacy Approach for reading and writing is implemented in our classrooms utilizing the Teachers College Reading and Writing Units of Study. Reading and writing are structured with large blocks of time devoted to independent reading and writing. The mandated curriculum of Everyday Mathematics is the primary vehicle for math instruction. This program, complimented by Math Exemplars, encourages standards-based instruction, rigor, and problem solving.

The purpose and focus of Science Education at PS 5 is to offer all students opportunities to understand, and adapt to an increasingly complex scientific and technological world. Students model scientists' methods of investigations in the classrooms and in a newly enhanced Science lab. The school recently received an A+ Mobile Solution Media Lab and other technology through a grant from the City Council which will provide our students with access to all areas of scientific inquiry.

The primary focus of our instructional program in Social Studies is authentic research. Every student, including special education students and English language learners, are involved in several research projects throughout the year. Students explore the big ideas of the social studies curriculum and create Digital Documentaries and other culminating projects to document their learning.

We pride ourselves on giving teachers the opportunity to plan and look at student work with grade specific colleagues. Teachers, Administrators and coaches attend Teachers College Professional Development Calendar Days as well as working closely with our two TC staff developers. The Leadership Learning Support Organization also provides support. Teachers at PS 5 participate in grade-level and school wide leadership and inquiry teams. Through these teams, teachers analyze data, plan together, and work collaboratively to improve instruction and student outcomes. All teachers meet weekly with each other and with coaches, mentors, and administration during common preparation periods to support student growth.

Students have multiple opportunities to become proficient in technology with the support of a full time computer specialist, part-time intern from CUNY and part-time computer consultant from Teaching Matters. Technology is infused into all content areas through the use of in-classroom computers, a computer lab, the XO (One Laptop per Child Program), and digital media in the library. The upgraded library has a smart board and projector, inviting reading nooks, and many new high-interest books; it has become the heart of the school community. PS 5 considers the child as a whole individual. Along with academics, PS 5 provides the following enrichment activities: Enrichment Clusters, Chess in the Schools, Doing Art Together, Cook shop, READ program, Ballet Tech and Ballroom Dancing.

PS 5's student achievements are centered on the following supports: the principal, assistant principal and the leadership cabinet which includes the literacy coach, math coach and academic intervention coordinator, all of whom are strongly committed to supporting the staff through the process of living our school vision for accountability, building capacity and communication.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 005 Port Morris									
District:	7	DBN:	07X005	School BEDS Code:	320700010005					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	36	36	33		91.8	91.6	92.8			
Kindergarten	91	89	81							
Grade 1	95	98	109	Student Stability - % of Enrollment:						
Grade 2	91	100	102	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	108	96	76		93.0	92.4	89.6			
Grade 4	88	96	76							
Grade 5	83	80	98	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 7	0	0	0		97.9	89.2	88.8			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		17	15	28			
Grade 12	0	0	0							
Ungraded	0	1	1	Recent Immigrants - Total Number:						
Total	592	581	585	(As of October 31)	2006-07	2007-08	2008-09			
					15	11	11			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	36	38	44	Principal Suspensions	42	18	17			
# in Collaborative Team Teaching (CTT) Classes	0	0	14	Superintendent Suspensions	5	11	13			
Number all others	25	28	29							
These students are included in the enrollment information above.				Special High School Programs - Total Number:						
				(As of October 31)	2006-07	2007-08	2008-09			
				CTE Program Participants	0	0	0			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:						
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	98	94	98							
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	37	32	31	Number of Teachers	46	50	50			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	2	3	Number of Administrators and Other Professionals	7	15	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	97.8	100.0	98.0
				% more than 2 years teaching in this school	65.2	68.0	70.0
				% more than 5 years teaching anywhere	47.8	48.0	52.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	80.0	78.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.3	92.9	100.0
American Indian or Alaska Native	0.3	0.7	1.2				
Black or African American	27.5	28.6	29.9				
Hispanic or Latino	71.1	69.9	66.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.3	0.7				
White	0.7	0.5	0.7				
Male	48.3	47.5	52.1				
Female	51.7	52.5	47.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White							
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	82.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	42.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Strengths:

School environment: The school made a concerted effort this past year to encourage parents and teachers to complete the learning environment survey. The response rate for parents increased to 85% compared to other NYC schools' response rate of 45%. The school scored an A in this category. As reported on the learning Environment Surveys, parents and teachers believe the school has set high expectations in academics and communication. 96% of parents at PS 5 were satisfied by the education their child received. 97% of parents were satisfied by the opportunities they were afforded to be involved in their child's education.

As reported on the NYC school progress report for student performance, the median student proficiency rating in ELA is 3.15, with 69.3% students at proficiency. In mathematics, the median proficiency rating is 3.58 with 85.4% of students at proficiency. While this represents a positive trend in student mathematics performance, there is a need to increase the percentage of ELL students making exemplary gains in mathematics, as well as decreasing the percentage of African-American and Hispanic students who scored below proficiency in mathematics as measured by the New York State testing program.

As reported in the 2007-2008 Quality Review, teachers and support staff are growing their capacity to use data to inform instruction and intervention for at risk students. Shared databases and demographic information allow closer collaboration between classroom teachers and other stakeholders. Student performance data are monitored by administration, teachers, and coaches in order to address remediation and enrichment needs of students and is used to drive instruction. The Inquiry Team is an important vehicle for professional development, as well as an effective collaborative inquiry model. The entire teaching staff is involved in collaborative inquiry. Satellite Collaborative Inquiry Teams have been formed to study student and school issues such as increasing parental involvement, gender differences, improving the progress of our level 3 and 4 students, and improving the progress of our ELL and African American students in mathematics.

The greatest accomplishments to date are the results of implementing the Principal's goals of accountability, building capacity, and communication. Student performance measures in core and content areas have shown improvement as measured by NCLB/AYP, the NYC School Report Card, and the Quality Review and the NYSTP summative assessments. A collaborative culture and a strong sense of community became the foundations and impetus to improve student performance and well-being. A proactive Parent Coordinator provides workshops and supports parents and community members. During the last two years, PS 5 has had a small but stable and very active PA. Our PA shares our school vision and their efforts complement the work of the school community.

Significant aids: A team of experienced grade leaders has taken on leadership roles in the school in greater numbers and with more confidence. These grade leaders provide support for their colleagues and mentor teachers new to the school. The focus of professional development continues to be building capacity in content area instruction, data analysis, differentiation of instruction, and effective planning and implementing standards-based instruction.

Barriers: Public School 5 in District 7 is a hard to staff district. In order to attract and hire highly qualified teachers, we attend hiring fairs with traditional certification as well as teachers from alternative programs: Teach for America and Teaching Fellows. Unfortunately those candidates fill their two year commitment and move on. This year we have hired only Teaching Fellows and teachers from the Open Market System. The school has a significant transient student population. Bilingual classes have SIFE students, whose interrupted education has impacted on their performance levels. New teachers are clustered in special education assignments.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: To improve collaborative inquiry focusing on learning goals, instruction, research and assessment among all stakeholders.

By June, 2010, to increase in the percentage of teachers engaged in collaborative inquiry from 20% in school year 2008-2009, to 90% in school year 2009-2010, as measured by weekly collaborative team agendas, minutes, attendance rates, ARIS Inquiry Team Space documentation, and June, 2010, team artifacts and presentations.

Goal 2: To improve teachers' capacity to effectively collect, analyze and make effective use of data to plan differentiated instruction and improve student learning.

By June, 2010, to increase the percentage of teachers whose assessment binders show evidence of on-going data collection and student learning goals aligned to each student's strengths and needs based on data, from 66% of teachers in school year 2008-2009, to 75% of teachers in school year 2009-2010, as measured by June, 2010, evaluations of assessment binders using assessment binder protocols established by PS 5 in September, 2009, and summative end of year 2009-2010, student performance data.

Goal 3: To improve the percentage of ELL students making exemplary gains as measured by the NYC progress reports.

By June 2010, to increase the percentage of English Language Learners making Exemplary Proficiency gains in Mathematics from 21.2% in school year 2008-2009 to 25% in school year 2009-2010 as measured by the NYC progress report.

Goal 4: To decrease the percentage of Hispanic students scoring below proficiency in mathematics as measured by the NYS testing program.

By June 2010, to decrease the percentage of Hispanic students scoring below proficiency in mathematics from 16% in school year 2008-2009 to 14% in school year 2009-2010, as measured by the New York State Testing Program.

Goal 5: To decrease the percentage of African-American students scoring below proficiency in Mathematics as measured by the New York State School Report Card.

By June 2010, to decrease the percentage of African- American students scoring below proficiency in Mathematics from 13% in school year 2008-2009 to 10% in school year 2009-2010 as measured by the New York State School Report Card.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): To improve collaborative inquiry focusing on learning goals.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve collaborative inquiry focusing on learning goals, instruction, research and assessment among all stakeholders. By June, 2010, to increase the percentage of teachers participating in collaborative inquiry from 20% in school year 2008-2009, to 90% in school year 2009-2010, as measured by weekly collaborative inquiry team agendas, minutes, attendance rates, Inquiry Team Space documentation, and June, 2010, team artifacts and presentations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • CBO vote to establish time in the school week to schedule a PLC period. 100% of teaching personnel participate in a collaborative inquiry team during the week. • Establish seven Satellite Inquiry Teams and assign teachers to teams in September, 2009 that meet weekly until June, 2010. • Assign members of the Core Inquiry Team in September to each satellite collaborative team as facilitators and liaisons to the Formal Inquiry Team. • Strategize the facilitation of satellite teams in weekly afterschool Core Inquiry Team meetings. • Support collaborative inquiry teams through on-going professional development by the data specialist in data collection and the inquiry process. • Provide training in EXCEL to all teachers by the technology teacher, data specialist, and outside workshops, and consultants. • Fund resources such as professional articles and books to help teams in the inquiry process. • Establish a Professional Learning Community that will build a shared vision for improving student learning outcomes through book studies and discussions. • Monitor teams’ participation rate through submission to administration of weekly team agendas, exit slips, attendance rates, and ARIS Inquiry Team Space documentation. • Build capacity in staff that demonstrates leadership qualities. • Evaluate and revise, in March, 2010, interim progress and team effectiveness in improving team target population students measured by Inquiry Team Space documentation and ACUITY data. • Evaluate in June, 2010, team effectiveness in improving team target population students’ outcomes measured against Inquiry Team Space documentation and team generated summative assessments and artifacts.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Principal, Assistant Principal, Data Specialist, Literacy Coach, AIS Coordinator, Teaching Staff, Core Inquiry Team. • Children First Funding, Fair Student Funding, C4E Funding, • TC consultants will assist with within and across grade planning and implementation of strategy groups and guided reading groups. • Collaborative inquiry teams will be provided with resources such as professional texts and data coach materials • Teachers will receive Professional Development in how to prepare item and skills analyses of interim assessments and in-house simulated tests
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly Exit slips after every satellite meeting will be submitted for review by principal and cabinet. • Core Inquiry Team will analyze exit slips to determine next steps and provide support on a weekly basis. • Weekly agendas for collaborative inquiry teams will be posted and communicated to the school community through a monthly newsletter. • Teams will document strategies and learnings on the ARIS Inquiry Team Space at the end of every inquiry cycle. • Weekly attendance records will be collected and reviewed to ensure at least 90% participation by teachers. • Core Inquiry Team will review all satellite groups' hypotheses and interim progress. • Classroom observations and walk-throughs by principal and assistant principal will provide evidence that instructional strategies developed by collaborative inquiry teams are being implemented in the classroom. • Collaborative Inquiry Team generated pre- and post test formative assessment results will be reviewed by Core Inquiry team members and administration. • End of Six Week Inquiry Cycle reports to monitor progress and evaluate the effectiveness of strategies developed and implemented by each collaborative inquiry team. • March, 2010, interim progress check will show 90% of teachers are actively engaged in collaborative inquiry measured by collaborative inquiry team agendas, minutes, attendance rates, and Inquiry Team Space documentation. • Evaluate and revise action plans in March, 2010, if a gain of 70 percentage points in the percentage of teachers participating in collaborative inquiry during school year 2009-2010 is not achieved. • June, 2010, Collaborative Inquiry Team artifacts and presentations will show at least 90% of teachers are actively engaged in collaborative inquiry through participation in a satellite team focused on improving specific subgroups' needs.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): To improve teachers' capacity to collect, analyze, make use of data.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve teachers' capacity to effectively collect, analyze and make effective use of data to plan differentiated instruction and improve student learning. By June, 2010, to increase the percentage of teachers whose assessment binders show evidence of on-going data collection and student learning goals aligned to each student's strengths and needs based on data, from 66% of teachers in school year 2008-2009, to 75% of teachers in school year 2010, as measured by June, 2010, evaluations of assessment binders using assessment binder protocols established in September, 2009, and summative end of year student performance data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Establish assessment binder protocols and distribute to all teachers during first week of school, September, 2009. • Provide on-going Professional Development in ARIS and Acuity web based systems to all teachers. • Provide data analysis support after each ACUITY Interim Assessment administration. • Send teachers to Leadership Learning Support Organization and Teacher's College workshops • Provide year long mentoring to new teachers to address data collection and analysis expectations. • Hold interim data talks with principal and individual teachers to discuss and monitor progress towards the end of year goal of 75% of teachers showing evidence in their assessment binders of on-going data collection and student learning goals aligned to each student's strengths and needs based on data. • Schedule monthly and afterschool common planning meetings with grade leaders, facilitating planning based on results of data collected. • Establish PLC study groups with a focus on research and data driven planning meeting January 2010-June 2010. • Principal and Assistant Principal will monitor the use of data binders and how it informs instruction through formal and informal observations, discussions, and monthly one on one data/assessment meetings. • Monitor, by administration, instructional planning through collection of monthly curriculum maps that evidence planning utilizing data from teacher generated and DOE and formative assessments. • Principal and Assistant Principal will evaluate teachers' lesson plans for evidence of utilizing quantitative data from ACUITY Interim Assessments, Independent Reading Level Sheets, and end of unit Everyday

	<p>Math item analysis sheets when planning instruction.</p> <ul style="list-style-type: none"> • Evaluate monthly units of instruction and individual lesson plans developed by teachers for evidence of effective differentiated instruction based on analyses of student performance data • Evaluate assessment binders for documentation of differentiated remedial and enrichment lessons based on evaluation of student performance data. • Evaluate teacher effectiveness in utilizing data to plan instruction that improves student outcomes as measured by New York State summative assessments proficiency rates and levels. • Evaluate and revise action plans if benchmark of 75% has not been met by March, 2010.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Principal, Assistant Principal, Data Specialist, Literacy Coach, AIS Coordinator, Teaching Staff, Core Inquiry Team, Children First Funding, Fair Student Funding, C4E Funding. • Weekly common planning periods across grades and departments from September 2009-June, 2010. • Provide staff with ongoing professional development training facilitated by coaches, beginning in September to ensure effective utilization of student outcome data for instructional planning • Teachers will receive Professional Development in how to prepare item and skills analyses of interim assessments and in-house simulated tests • Fund substitutes so that professional development may be delivered in a variety of modes to include: in-class demonstration lessons, team teaching, grade wide conferences, study groups, and inter visitations. • Collaborative inquiry teams will be provided with resources such as professional texts and data coach materials • Fountas & Pennell Benchmark Assessment kits have been purchased for use by all teachers in grades K-5
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Collect and review by administration of classroom teachers' assessment binders the first week of every month. • Monitor on a monthly basis, the percentage of assessment binders that meet the standards established by the school assessment binder protocols. • Identify the percentage of assessment binders that are meeting standards, approaching standards and below standards in January March, and June, 2010. • Provide support from coaches and grade leaders to teachers whose assessment binders are not meeting standards as measured by PS 5 Assessment Binder Protocols. • Evaluate on a monthly basis: independent reading level data sheet along with current interim assessment data, notebooks, running records, writing samples and notebooks, by principal and literacy coach to monitor effective use of data when developing units of study and planning instruction. • Collect and review by principal and math coach of item analysis sheets for Everyday Math unit tests submitted after each test administration, with next steps for instruction, intervention and student groupings based on the assessment data collected and evaluated. • Formally and informally observe classrooms for evidence that data based instruction and strategies are being implemented in classrooms. • Evaluate and revise action plans in March, 2010, if a gain of 12 percentage points is not achieved as measured by the protocols for assessment binders established in September, 2009. • Evaluate assessment binders in June, 2010, as measured by the assessment binder protocols established in September, 2009, and June 2010, summative student performance data.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): To improve the percentage of ELLs making exemplary gains in mathematics.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the percentage of ELL students making exemplary gains as measured by the NYC progress report. To increase the percentage of English Language Learners making Exemplary Proficiency gains in mathematics from 21.2% in school year 2008-2009 to 25% in school year 2009-2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Align unit skills to NYS math indicators and set an interim goal of 75% (Level 3) correct for each ELL student. • Review with classroom teachers and math coach, end of unit item analyses sheets after every test administration, in order to provide timely information about ELL student progress and performance on unit skills and to plan next steps for ELLs. • Provide remedial support and scaffolding for ELL students who do not achieve better than 75% correct on any end of unit test. • Provide feedback and translation services to ELL students’ parents about student progress towards interim goals. • Monitor weekly assessments to evaluate on-going data about ELL student learning of mathematics objectives and content. • Assign small group work differentiated by identified ELL student needs after analyzing student performance data. • Review ELL student learning goals to ensure alignment to the new Pre and Post test performance indicators. • Provide on-going support by the Bilingual Coordinator in planning lessons incorporating ESL methodologies. • Establish a satellite collaborative inquiry team that has as its focus improving the percentage of ELLs making exemplary gains in math • Provide professional development in the SIOP (Sheltered Instruction Observational Protocol) to all teachers to deepen understanding teaching and learning for ELLs in bilingual and monolingual classrooms. • Evaluate units of study and lesson plans for evidence of language objectives that provide content access to

	<p>the ELL subgroup students.</p> <ul style="list-style-type: none"> • Closely monitor and evaluate the results of ACUITY interim assessments for ELL students to identify academic vocabulary and content strengths and deficiencies. • Provide ELLs with daily AIS instruction by the Bi-lingual AIS Coordinator during tutorial and extended day sessions planned and based on the results of in-house generated assessments, end of unit tests, and LAB-R results.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal, Assistant Principal, Data Specialist, Literacy Coach, AIS Coordinator, Teaching Staff, Core Inquiry Team. Children First Funding, Fair Student Funding, C4E Funding,</p> <ul style="list-style-type: none"> • Provide supplemental support through the Exemplar Problem Solving Program • Provide appropriate amounts of manipulatives and supplemental material • Support the mathematics curriculum with technology resources • Create schedules that allow for common planning time by grade level • Support a freestanding ESL program for grades K-5, which serves English Language Learners
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • In house generated baseline assessments, end of unit assessments • Weekly quizzes, Portfolio pieces • Weekly conference notes and Exemplar Problem Solving Program artifacts • Teacher feedback to identify strengths and weaknesses and formulate instructional plans • NYSTP summative data for ELLs • Evaluate and revise action plans in March, 2010, if the percentage of English Language Learners making exemplary proficiency gains in mathematics did not increase from 21.2% as measured by ACUITY Interim Assessments and in-house generated assessments.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

To decrease the percentage of Hispanic students scoring below proficiency in mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To decrease the percentage of Hispanic students scoring below proficiency in mathematics as measured by the NYS testing program. To decrease the percentage of Hispanic students scoring below proficiency in mathematics from 16% in school year 2008-2009 to 14% in school year 2009-2010 as measured by the New York State Testing Program.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Align unit skills to NYS math indicators and set an interim goal of 75% (Level 3) correct for each Hispanic student. • Review with classroom teachers and math coach, end of unit item analyses sheets after every test administration, in order to provide timely information about Hispanic student progress and performance on unit skills and to plan next steps. • Provide remedial support and scaffolding for Hispanic students who do not achieve better than 75% correct on any end of unit test. • Provide feedback and translation services to Hispanic students’ parents about student progress towards interim goals. • Monitor weekly assessments to evaluate on-going data about Hispanic student learning of mathematics objectives and content. • Assign small group work differentiated by identified Hispanic student needs after analyzing student performance data. • Review Hispanic student learning goals to ensure alignment to the new Pre and Post test performance indicators. • Provide on-going support by the Bilingual Coordinator in planning lessons incorporating ESL methodologies. • Establish a satellite collaborative inquiry team that has as its focus improving the performance of level 1 and 2 students in mathematics. • Provide on-going professional development in mathematics content for all teachers.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal, Assistant Principal, Data Specialist, Literacy Coach, AIS Coordinator, Teaching Staff, Core Inquiry Team. Children First Funding, Fair Student Funding, C4E Funding,</p> <ul style="list-style-type: none"> • Use periodic interim assessment data to inform small group instruction and staffing for Hispanic students. • Continue to use the Everyday Math program, supplemented by the Exemplars Problem Solving Program. • Continue to schedule two math blocks each week: a 60-minute math block for grades K-2 and 75 minute math block for grades 3-5 • Continue to utilize Japanese Lesson Studies, with a focus on math planning and instruction for ELL students • Make available to teachers and the math coach, professional development opportunities provided by the Leadership Support Organization. • Continue to schedule a Test Prep Tutorial period where instruction is targeted and students are grouped by needs.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • In house generated baseline assessments in September • End of unit assessments approximately every month and item analysis sheets identifying skills and content • Weekly quizzes on NYS Math Indicator skills and standards • Math Book of the Month Projects • Weekly Conference notes • Bi-Monthly Exemplar Program artifacts • Teacher feedback to Hispanic students to identify strengths and weaknesses and formulate instructional plans • NYSTP summative data for Hispanic students • NyStart data for Hispanic students • Tracking of student performance against the interim benchmarks of 75% correct for Everyday Math end of unit tests • Tracking of student performance against the interim benchmarks of 50% correct on ACUITY Interim Diagnostic Assessments • Evaluate and revise action plans in march, 2010, if the percentage of Hispanic students scoring below proficiency in mathematics does not decrease from 16% in school year 2008-2009 to 14% in school year 2009-2010 as measured by ACUITY interim assessments and in-house generated assessments.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): To decrease the proficiency of African American students scoring below proficiency in mathematics.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To decrease the percentage of African-American students scoring below proficiency in mathematics as measured by the New York State Report Card. To decrease the percentage of African American students scoring below proficiency in mathematics from 13% in school year 2008-2009 to 10% in school year 2009-2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Align unit skills to NYS math indicators and set an interim goal of 75% (Level 3) correct for each African-American student. • Review with classroom teachers and math coach, end of unit item analyses sheets after every test administration, in order to provide timely information about African-American student progress and performance on unit skills and to plan next steps. • Provide remedial support and scaffolding for African-American students who do not achieve better than 75% correct on any end of unit test. • Provide feedback to parents of African-American students about progress towards interim goals. • Monitor weekly assessments to evaluate on-going data about African-American student learning of mathematics objectives and content. • Assign small group work differentiated by identified African-American student needs after analyzing student performance data. • Review African-American student learning goals to ensure alignment to the new Pre and Post test performance indicators. • Establish a satellite collaborative inquiry team that has as its focus improving the performance of level 1 and 2 students in mathematics.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Principal, Assistant Principal, Data Specialist, Literacy Coach, AIS Coordinator, Teaching Staff, Core Inquiry Team. Children First Funding, Fair Student Funding, C4E Funding</p> <ul style="list-style-type: none"> • Use periodic interim assessment data to inform small group instruction and staffing • Ensure appropriate amounts of manipulatives, supplemental, and intervention material • Create schedules that allow for common planning time by grade level • Utilize web-based sites to administer formative assessments to monitor progress in mathematics

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- In-house generated assessments administered to develop reliable baseline performance measures in September, 2009
- End of unit assessments approximately every month and item analysis sheets identifying skills and content
- Weekly quizzes on NYS Math Indicator skills and standards
- Math Book of the Month Projects
- Weekly Conference notes
- Bi-Monthly Exemplar Program artifacts
- Teacher feedback to African-American students to identify strengths and weaknesses and formulate instructional plans
- NYSTP summative data for African-American students
- NyStart data for African-American students
- Tracking of African-American student performance against the interim benchmarks of 75% correct on Everyday Math end of unit tests
- Tracking of African-American student performance against the interim benchmarks of 50% correct on ACUITY Interim Diagnostic Assessments
- Evaluate and revise action plans in March, 2010, if the percentage of African American students scoring below proficiency in Mathematics does not decrease from 13% to 10%.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Schoolwide Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	81	81	N/A	N/A	5	6	3	0
1	88	88	N/A	N/A	6	4	4	0
2	95	95	N/A	N/A	4	0	7	0
3	92	92	N/A	N/A	4	0	9	0
4	79	79	79	81	7	2	13	5
5	81	81	79	81	6	2	12	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p>After-School (Grades 2-5) Extended Day (Grades 3-5) Tutorial (Grades K-5) AIS During the School Day (Grades K-5)</p>	<p>Type of Program/Strategy Used: Tier I intervention which includes differentiated instruction in all ELA lessons and Tier II interventions which includes a pull-out and push-in model where a specific plan is tailored to meet the students' individual needs by using the results of content and skill based assessments. Focus of program is for students at levels 1 and 2.</p> <ul style="list-style-type: none"> • Kaplan: Essential Skills Foundation, Readers Workshop, Advantage • Reading Street • Comprehension Strategies Kit • Option – Read, Write, Edit, & Listen • CD/Book Fluency Kit • Foundations • Reading Explorer • Cook Shop • READ <p>Method of Delivery</p> <ul style="list-style-type: none"> • Small group • One-to-one • Tutoring
<p>Mathematics:</p> <p>After-School (Grades 3-5) Extended Day (Grades 3-5) Tutorial (Grades K-5) AIS During the School Day Grades (K - 5)</p>	<p>Type of Program/Strategy Used: Tier I intervention which includes differentiated instruction in all math lessons and Tier II interventions which include a pull-out and push-in model where a specific plan is tailored to meet the students' individual needs after analyzing the results of content and skill based assessments. Focus of program is for students at levels 1 and 2.</p> <ul style="list-style-type: none"> • Exemplars which supports problem solving and communication skills • Kaplan: Essential skills Foundation, Advantage • Math State Standards Topics <p>Method of Delivery</p> <ul style="list-style-type: none"> • Small group • One-to-one • Tutoring

<p>Science:</p> <p>Extended Day (Grades 4-5) Tutorial (Grades 4-5) After-School (Grades 2-5)</p>	<p>Type of Program/Strategy Used: In addition to the state mandated periods of science instruction students will receive an additional 50 minutes three times a week.</p> <ul style="list-style-type: none"> • Kaplan: Advantage New York Science • Hands-On Science using the FOSS Kits with the aim of vocabulary development • New York State Standard Topics <p>Method of Delivery</p> <ul style="list-style-type: none"> • Small group
<p>Social Studies:</p> <p>Extended Day (Grades 4-5) Tutorial (Grades 4-5)</p>	<p>Type of Program/Strategy Used: In addition to the state mandated periods of social studies instruction students will receive an additional 50 minutes three times a week.</p> <ul style="list-style-type: none"> • Buckle Down New York State Social Studies • New York State Standards Topics <p>Method of Delivery</p> <ul style="list-style-type: none"> • Small group
<p>At-risk Services Provided by the School wide Counselor:</p> <p>During the School Day</p>	<p>Type of Program/Strategy Used: Will provide guidance and crisis counseling services, students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p> <ul style="list-style-type: none"> • The Teacher’s Encyclopedia of Behavior Management • Pre-Referral Intervention Manual <p>Method of Delivery</p> <ul style="list-style-type: none"> • Small group • One-to-one
<p>At-risk Services Provided by the School Psychologist:</p> <p>During the School Day</p>	<p>School psychologist will offer services, agency referrals and educational, social and personal services on an as needed basis to at risk students. This service will identify emotional, social, neurological factors that impede on student needs by suggesting additional student support services.</p>
<p>At-risk Services Provided by the Social Worker:</p> <p>During the School Day</p>	<p>Type of Program/Strategy Used: Will provide counseling services to at risk students, students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p> <ul style="list-style-type: none"> • Behavior Contracts • Community Building • Push-In Classroom Workshops • Pre-Referral Intervention Manual <p>Method of Delivery</p> <ul style="list-style-type: none"> • Small group • One-to-one

At-risk Health-related Services:

During the School Day

Type of Program/Strategy Used: (Open airways) Will provide health related services to assist students learning how to cope with related issues as asthma

Method of Delivery

- Small group, 30 minutes a week

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

At P.S. 5, our Language Allocation Policy Team is comprised of the following members: Ms. Mary M. Padilla, Principal; Ms. Maria Falcon, Assistant Principal; Ms. Dana Mercedes, Parent Coordinator; Ms. Roselyn Leuzzi, Literacy Coach; Ms. Carol Clarke, Mathematics Coach; Ms. M. Batista, 4th Grade TBE Teacher; Ms. J. Gulgar-Valentin, Academic Intervention/Bilingual Coordinator; Ms. E. Roca, ESL Teacher and Mr. D. Lenihan, School wide Counselor.

There are 2 certified ESL teachers one of which is a kindergarten general education teacher but service the ELL population during extended day. All of the TBE teachers are bilingual certified including the bilingual/AIS coordinator. The Transitional Bilingual Education (TBE) is the program model implemented at P.S. 5 for our largest language group of Spanish speaking student population whose parents have elected bilingual classes. For students who's language is other than Spanish and/or have been placed in monolingual classroom as per parent request we have a Freestanding English as A Second Language Pull Out program at each grade (k-5). We currently have a total of 155 English Language Learners in grades K-5, which comprises 26 % of our total student population of 587. 142 or 91 % of our English Language Learners are native Spanish speaking immigrants or born in the United States to parents from Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Puerto Rico and Spain. The total number of Spanish English Language Learners by grade is as follows: Kindergarten has 21, first grade 28, second grade 26, third grade 23, fourth grade 23 and fifth grade 20 students. The remaining 9% of our English Language Learners speak one of the following languages: Madinka (Madingo), Twi, Afrikaans, Fulani, Bengali, Garifuna, Soninke, Yoruba, Ga and French. We currently have 1 Mandinka and 1Twi speaking student in grade K; 1Fulani and Bengali speaker in grade 1; 1 Garifuna speaker in grade 2; 1 Twi speaker and 1 Afrikaans speaker in grade 3;1 Twi and 1 Yoruba speaker in Grade 4 and a Ga and French speaker in Grade 5.

P.S.5 follows steps to initially identify students who may be English Language Learners. Parents fill out the Home Language Identification Survey (HLIS) at registration. The Bilingual Coordinator conducts the initial screening and administers the HLIS form with the parent. Depending on the results of the HLIS form the student may need to be assessed using the LAB-R within the first 10 school days. These assessments are administered by the bilingual coordinator and the ESL teacher. They are then scored in-house before they are sent to be scored so that students are placed immediately in their appropriate setting. Scoring of these assessments are done by the bilingual coordinator and kept in file in the main office with a copy of the students HLIS form. If a student is considered an English Language Learner according to the results of the LAB-R and they are Spanish speaking according to the HLIS form they are then administered the Spanish LAB. Parents are immediately notified of these results. In August, the results of the NYSESLAT which was given in May, are released and the Principal, Assistant Principal and the Bilingual Coordinator evaluate all English Language Learners to ensure they are placed in the correct setting. Letters are sent home to inform the parents of their child's proficiency level and what it means.

In order to ensure that our parents understand the two program choices we have at P.S 5, we hold Parent Orientation meetings in October and during the spring, in April. Parents of English Language Learners are informed during orientation meetings in large group or individually of the components of the Transitional Bilingual Education Program that is implemented in our school for Spanish native speaking students. They also learn about our Freestanding ESL Pull-Out program. They view the video on the various ELLs programs available throughout the city, which is provided by the Department of English Language Learners. They are provided with written information and are invited to visit our Transitional Bilingual Education and Freestanding ESL Pull-Out programs. Afterwards, they are given a Parent Survey Form and a Program Selection Choice. All forms are collected at the meeting and the bilingual coordinator and the ESL teacher are present and available to assist with the survey The Freestanding ESL Pullout program is for students that speak languages other than English or for children whose parents have opted to place their Native Spanish speaking child/children in monolingual classes. After reviewing the Parent Survey and Program Selection, we

determined the number of students who will be placed in our TBE program and our ESL program. Parents who do not attend this meeting are called by the bilingual coordinator and asked to come in at the time that is most convenient to them. All consultation and communication activities with parents are given in their native language whenever possible; this includes letters, written information and forms. When parents of Spanish speaking ELLs do not make a program choice their children are placed by default in our TBE program. Parents are then notified by letter and phone call of this placement. Parents of ELLs that speak other languages other than Spanish are given the Freestanding ESL Pull-Out program as a choice. Our Transitional Bilingual Education and Freestanding ESL Pull- Out programs are in alignment with parental request. Parental program choices show that most Spanish speaking parents (75%) choose the TBE program. Parents have not chosen a dual language program in the past three years. Hence, there is a TBE classroom at each grade level from K-5. All parent choice letters, copies of letters sent to parents and information given at the Parent Orientation meeting is kept in the bilingual parent binder by the bilingual coordinator.

We determined our Language Allocation Policy based on an analysis of LAB-R/or NYSESLAT results. These state assessments measure the four language modalities of Listening, Speaking, Reading and Writing as related to our school English Language Learners population of 155. Teachers then analyze the results of the New York State English as a Second Language Achievement Test (NYSESLAT). Students are grouped and teaching is informed according to their speaking/listening proficiency level and their reading/writing proficiency level. In the NYSESLAT, our ELL students obtained the lowest scores in the areas of reading and writing. It appears that our English Language Learners perform better in the listening and speaking components of these tests. 46% of our ELLs performed at the advanced level in listening and speaking, while only 21% performed at the advanced level in reading and writing. Our students, as indicated by our analysis have a strong foundation in receptive language (listening), which is easier to learn than the components that require “out put” or expressive language such as writing. The implication for instruction is that our bilingual and ESL teachers in grades Kindergarten to Five need to focus on strategies that help further their instruction of the reading and writing components of ESL. English Language Learners need to have language instruction scaffolded in order to achieve English language proficiency on grade level. ELLs need to be taught and assessed in grade specific academic vocabulary of content area subjects such as Mathematics, Science, and Social Studies and reading fluency of language arts in non-fiction materials. These content area subjects are taught using various ESL strategies via aural-oral and writing.

The patterns across proficiency levels and grades indicated that the highest numbers of ELLs in our TBE and Freestanding Programs scored at the Beginner proficiency level with 83 or 54% of the students spreading across grades Kindergarten through Five. The following is a breakdown by grade on the number of students at the Beginner proficiency level: Kindergarten had a total of 23 or 28% of the ELLs scoring at this proficiency level; first grade had a total of 25 or 30% of the ELLs scoring at this proficiency level; grade two had a total of 16 or 19 % of the ELLs scoring at this proficiency level, grade three had a total of 9 or 11% of the ELLs scoring at this proficiency level, grade four had a total of 4 or 5 % of the ELLs scoring at this proficiency level and grade five had 8 or 10% of the ELLs scoring at this proficiency level. The next highest number of ELLs scored at the intermediate proficiency level with a total of 37 or 24% of the students spread across grades Kindergarten through Five. The highest numbers of students scoring at this proficiency level were found in third grade with a total 16 or 43% of the students scoring at this proficiency level. 32 or 21% of our ELLs scored at the advanced level across grades Kindergarten to Five. The highest number of ELLs scoring at this proficiency level was found in grade four with a total of 18 or 56% of ELLs scoring at the advanced proficiency level. The bulk of our English Language Learners in both programs are found in grade one across the three proficiency levels (beginner, intermediate and advanced) with a total of 30 students or 19%, followed by third grade with 28 students or 18%.

The analysis of the LAB-R /or NYSESLAT results for P.S. 5 indicates that most of our English Language Learners are situated in grades 1, 3 and 2 respectively. The implications for instruction indicate that we have to focus on providing academically rigorous native Spanish language and multi-cultural education that is aligned and delivered through high quality ESL strategies in these grades.

The School Leadership, bilingual teachers and other pertinent staff personnel are using the results of the ELL Interim Assessments to guide Native language Arts, English Language Arts and English as a Second Language instruction. They carefully review the results and use them to provide focused instruction in the skills and or strategies which ELL students are demonstrating deficiencies. Bilingual teachers and other pertinent staff personnel focus on specific skills and strategies as they also provide intensive test preparation as well as take home materials, which will reinforce concepts learned and reviewed. The implications of the school's LAP and instruction clearly indicate that ELLs must receive rigorous academic instruction in both the Native language as is the case of the students participating in the Transitional Bilingual Education Program. The Native Language Arts is used to initially teach, reinforce and strengthen concepts taught to the students in the Transitional Bilingual Education Program.

The students' level of literacy in the native language is an important factor in their academic achievement in Spanish as well as in their acquisition of the English language. Students that have a high level of literacy in their native language will perform better on assessments that are translated to Spanish. Students that have a low level of literacy in their native language need intensive and rigorous instruction in Spanish to bring them up to grade level while learning English as a Second Language.

Academic language development is planned via the content area subjects such as Science, Social Studies, Mathematics, etc. The classroom teacher must first assess her/his students' academic language development based on the grade level. She/he must then plan accordingly so that her/his students are taught the academic language of each content area.

P.S. 5, has one Transitional Bilingual class per grade from Kindergarten through Five. All students participating in TBE classes are grouped by English proficiency levels (Beginner, Intermediate and Advanced). Based on their English proficiency levels students receive native (Spanish) and English as a Second language instruction. Bilingual students also learn about their culture as well as the other cultures in the school community and of course the United States. In Kindergarten through Five, English Language Learners that are beginners receive 60% of their instruction in the content areas (Reading, Mathematics, Science and Social Studies) in Spanish. Students learn in Spanish using highly conceptual and linguistically demanding language focusing on challenging work and high production that is grade appropriate. At least 40% of the instruction is done in English as a Second language with low demanding linguistic tasks and work production. Intermediate English Language Learners in grades Kindergarten through Five receive 50% of their instruction in Spanish and the other 50% in English. At this level, instruction is focused on highly contextualized students' tasks in both languages that encourage higher order thinking, fluency in reading, speaking and writing that is grade appropriate in English and Spanish. For advanced students 75% of their instruction is in English with only 25% in Spanish. Bilingual and ESL teachers plan at a common time to plan a schedule that will meet the needs of all their proficiency levels. Teachers follow the New York State mandated minutes in ELA, NLA and ESL. Students are taught in groups within their classes to meet the minutes that they need in the appropriate language instruction including ESL.

Language Arts Instruction	Beginning	Intermediate	Advanced
NLA	1 unit per week 180 minutes	1 unit per week 180 minutes	1 unit per week 180 minutes
ESL	2 units per week 360 minutes	2 units per week 360 minutes	1 unit per week 180 minutes
ELA			1 unit per week 180 minutes

ESL is delivered explicitly in the transitional bilingual education program through the classroom teacher. Each teacher is provided with materials to ensure that ESL instruction takes place. Beginner and intermediate students receive 360 minutes of ESL per week while the advanced students receive 180 minutes per week from their classroom teacher. This is achieved through differentiated instruction through the day. ELA is delivered explicitly according to the student's English language proficiency levels. Their English language acquisition level will determine the amount of time for each class of ELA instruction. Students in the advanced level of language acquisition receive 180 minutes of ELA instruction per week. In our transitional bilingual education program the classroom teacher delivers this.

Current strategies for improving instruction and student performance in Native Language Arts (Spanish) and English Language Arts include the implementation of a Balanced Literacy Approach for reading, which consists of: Independent/Paired Reading, shared reading, guided reading, literacy centers, literature circles, writers workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. The Balanced Literacy Approach will be continued, since it forms the basis for the uniform citywide literacy program, and will be implemented during a 120-minute literacy block for grades K-5. Classroom libraries, small class sizes, academic support personnel, including bilingual academic intervention services (AIS), and the assignment of a full time reading coach will further support literacy instruction. There will be support for teachers of grades K-3 in phonemic awareness and comprehension strategies in native language arts and in English language arts. Children will learn English as a second language through content area instruction in Science, Social Studies and Mathematics as well as the Arts. Teachers College units of study are used in reading and writing instruction. Students in the TBE program are taught native language arts. They use the skills and strategies taught to become literate in their second language. In the ESL pull-out program students background knowledge and literacy skills are valued and utilized to develop their L2.

Advanced students work at polishing their English language skills at their appropriate grade in all the content areas in speaking, reading and writing in preparation to be mainstreamed into monolingual classes once they have passed the NYSESLAT. Current strategies for improving instruction and student performance in Native Spanish and English Language Arts include the implementation of The Reading and Writing Project Teachers College Comprehensive Balanced Literacy Approach for reading and writing which consists of independent reading, shared reading, guided reading, literacy centers, book clubs, writer's workshop, interactive read aloud, daily edit, word study, and teacher-student reading and writing conferences. This approach will be continued in the 200-2010 school year. It will be implemented during a 120-minute literacy block for grades Kindergarten through Five. English Language Learners will participate in The Reading and Writing Project Teachers College keeping in mind the students' English proficiency levels and the amount of English as a Second Language they are mandated to receive daily. Bilingual Classroom libraries, small class sizes, academic support personnel, including two Academic Intervention teachers (Literacy/Mathematics, and Bilingual) and the assignment of a full-time reading coach will further support literacy instruction in both English and Spanish. We also have a full-time mathematics coach who supports Kindergarten through five grade teachers. Implications for the Instructional Program for English Language Learners is based on our analysis of the data and all relevant findings. The following are implications for our students.

-
- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of the 120- minute balanced literacy block including the Reader's and Writer's Workshop with an emphasis on "Word Work" and the Teachers College units of study for Reading and Writing based on the language proficiency of bilingual students.
 - The implementation of a school-wide literacy program in bilingual classes for English Language Learners.
 - Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of Bilingual and ESL students.
 - Continued expansion of classroom libraries, which will include a variety of genre and appropriate leveled texts in English and Spanish.

- Teachers will use data from the LAB-R, NYSESLAT, El Sol, and EPAL, running records (EDL2 and Fountas and Pinnell Benchmark System), observations and teacher made assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will reinforce literacy strategies during content area instruction using ESL strategies.
- Continued Professional Development by Literacy Coach
- AIS Intervention Teachers
- Kaplan Essentials for Grades 2-3 for advanced ESL students
- After School Programs in ELA and Mathematics for all students taking City and State Assessments
- Mandated extended day for 37.5 minutes on every Tuesday, Wednesday and Thursday.
- Title III LEAP Consultants
- Teachers' College calendar days

The following are implications for our grades 3-5 students in Language Arts for the Instructional Program for English Language Learners based on our analysis of the data and all relevant findings:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of the 120- minute literacy block utilizing the Teachers College units of Study in Reading and Writing based on the language proficiency of ELL students.
- Implementation of a school-wide literacy program in bilingual classes for English Language Learners.
- Continued expansion of classroom libraries, which will include a variety of genre and appropriate leveled texts in English and Spanish.
- Teachers will use data from the LAB-R, NYSESLAT, El Sol, ECLAS-2, EPAL, English and Spanish Interim Assessments, running records (EDL2 and Fountas and Pinnell Benchmark System), observations and teacher made assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will reinforce literacy strategies during content area instruction using ESL strategies
- Provide intensive professional development in the understanding and application of specialized instructional strategies to meet the needs of all students.
- Continued Professional Development by Literacy Coach
- Increase teachers' awareness and implementation of the reading strategies that are based on scientifically based research in the six dimensions of reading
- Reinforcement of literacy strategies during content area instruction using ESL strategies.
- Mandated extended day for 37.5 minutes every Tuesday, Wednesday and Thursday.
- AIS Intervention Teachers
- Kaplan Essentials for advanced ESL students
- After School Programs in ELA and Mathematics for all students taking City and State Assessments.
- Title III LEAP Consultants
- Teachers' College calendar days

The second program model also implemented at P.S. 5 is our Free Standing English as a Second Language Pull-Out program. This program also provides daily ESL services to children in grades Kindergarten through Five. The participants in our Freestanding ESL Pull-Out/Push-In program are students who speak a language other than English at home and/or are Spanish native language speakers' whose parents have opted to place them in a monolingual class. The children in the, P.S. 5, Freestanding ESL Pull-Out/Push-In Program are grouped according to Language proficiency levels and grades as feasible by these groups. Children receive ESL instruction daily based on their proficiency levels. Beginners and Intermediate

students must receive a total of 360 minutes and advanced students receive 180 minutes per week in English as a Second Language instruction. Our ESL teachers provide ESL instruction for all program participants. ESL teachers service beginner and intermediate students 8 times a week and 4 times a week for advanced students. The ESL teacher provides their students with English instruction using ESL methodology and instructional strategies through the content areas. They also utilize Balanced Literacy Techniques using the Teachers College Reading /Writing Project mini-lesson model, Total Physical Response and the Natural Approach. The ESL teachers challenge the students by initially providing the students with low-demand linguistic tasks and work production. This process focuses on every student tasks, which encourages and incorporates high order thinking, reading, speaking and writing. The Freestanding ESL participants also learn about their culture, other cultures within the school community and the United States. The ESL teacher has the flexibility to meet with different grade teachers on a weekly basis so that they plan and articulate in order to maximize English language acquisition for ELLs. Students in the Freestanding English as A Second Language will be receiving the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level based on the allocation of 1 teacher position to this program. The ESL teacher infuses ESL strategies into content area instruction. They also provide English Language Learners with content area instruction that is grade appropriate to ESL students with a focus on their language proficiency levels. All of our self-contained teachers in our TBE program have ESL and content area credentials. Our ESL teacher is fully licensed within this area.

The following instructional materials are used to support Ells in the classroom:

Language Arts and Technology

- Brain Pop
- Starfall
- Enchanted Learning
- One More Story
- RAZ Kids

These technology programs are used as independent reading in either English or their Native Language, when possible. Students can also follow along to build fluency. These programs reinforce skills and strategies taught in the classroom. It offers differentiated instruction, fluency practice, vocabulary building, non-fiction and fiction readings.

English as a Second Language

- Zip Zoom
- Rigby On Our Way to English
- Scholastic Listening Center Fluency kits

Math

- Everyday Math (Spanish)
- Exemplars

Science

- NYC Edition Science Harcourt and Trade Books School Publishers (Spanish or English)

Social Studies

- NYC Social Studies (Spanish)
- Rosen Classroom Primary Sources (English)

English Language Arts and Native Language Arts:

- Fountas and Pinell Phonics Lessons

Leveled Libraries in Spanish and English
Guided Reading Materials in Spanish and English

Presently we have twelve students with Interrupted Formal Education scattered across grades 3-5. SIFE students that are native Spanish speakers receive intensive instruction in Spanish to help them catch up to their grade peers. We purchased materials that assist the teachers in providing SIFE students the extra support they need to catch up and succeed academically, such as readers that are high interest low level and age appropriate for SIFE students. Bilingual teachers work individually or in small groups with SIFE students. SIFE students of other languages other than Spanish are immediately placed in the Freestanding ESL Pull-Out program where the ESL teacher provides intensive English as a Second Language instruction. Academic Intervention services are also provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. These children also receive Academic Intervention Services from our Literacy and Mathematics Academic Intervention Specialists during the day, extended day and/or after school. Their progress is carefully monitored throughout at predetermined intervals (at 8-10 weeks) until they are able to meet the performance levels in standardized as well as informal assessments.

Our highest concentration of English Language Learners has been in an English school system three years or less. They make up 87% of our entire ELLs students. Our newcomer ELLs, who have been in a U.S. school system for three years or less, will receive rigorous academic instruction in Spanish in the major subject areas such as Reading, Mathematics, Science and Social studies while they are acquiring English as a Second Language. Newcomers will be invited and encouraged to attend the Title III summer program to assist them in adjusting.. The acquisition of English as a Second Language will become more rigorous and challenging depending on their learning abilities and grade levels. The students' level of literacy in the native language is an important factor in their academic achievement in Spanish as well as in their acquisition of the English language. Students that have a high level of literacy in their native language will continue to strengthen Spanish while learning English. The transferability level of skills in Spanish to English is quicker, easier and stronger for newcomers that have a strong native language development. Students that have a low level of literacy in their native language need intensive instruction in Spanish to bring them up to grade level while learning English as a Second Language. All ELLs and Bilingual students including newly enrolled students in grades 3-5 will remain in school for an additional 50 minutes two times (Tuesday and Wednesday) a week that is designated for struggling and English Language Learners as mandated by the chancellor. During the extended day all ELL students will receive intensive ESL instruction. They will also be encouraged to participate in after school programs in Literacy and Mathematics provided to the general and ELL school population. These children and newly enrolled Bilingual and ESL students will also be encouraged to participate in the Newcomer Academy.

Our English Language Learners who have been receiving service 4 to 6 years will receive academic intervention during the school day during tutorial. These students are encouraged to participate in after-school programs in literacy and mathematics provided to the general and ELL population. They are provided with ESL instruction in the four modalities and stress is given to the reading and writing when needed according to the NYSESLAT levels in each subgroup. All content areas taught in English are taught through ESL methodologies emphasizing on the SIOP model (sheltered instruction observational protocol).

Our Long Term ELLs are provided with Academic Intervention Services from our Literacy, Mathematics and Bilingual AIS Academic Intervention Specialists. The bilingual classroom teachers also work individually and in small groups with long term ELLs in their areas of deficiencies in order to help them succeed with the NYSESLAT as well as other New York City and State assessments. These children are mandated to participate in our extended day and also encouraged to participate in after school programs in Literacy and Mathematics provided to the general and ELL school population. All teachers of ELLs, as well as monolingual

pedagogues are offered the same professional development opportunities. Professional development is coordinated by the Curriculum Instructional Team, which includes the Principal, Assistant Principal, Literacy and Math Coaches, AIS/Bilingual Coordinator, and UFT Chapter Leader, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas through ESL methodologies. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction, professional development which will be delivered in a variety of modes to include: in-class demonstration lessons, team teaching, grade wide conferences, study groups, extended day professional development meetings and inter-visitations and grade and language specific training provided by the region, i.e. Teacher's College Reading and Writing Project, etc.

Parents whose child has reached proficiency level in the NYSESLAT are given the option to continue in the TBE program or to be placed in the monolingual program. Students who continue in the TBE program will continue to get support in their classroom by their bilingual certified teacher, tutorial and extended day.. These students will also be encouraged to participate in after-school programs. Students whose parents chose to mainstream them into the general education population will get academic support from the bilingual/AIS teacher, as well as after-school programs, tutorial and extended day.

An analysis of the Native Language Arts tests in grades 3 to 5 yielded the following information. A total of 34 students took the ELE test, of which only 4 or 11% scored at the bottom quartile of 0-25% and only 3 students or 8% scored at the 26-50% quartile. 47% of the students in grades 3 to 5 score at the top quartile (76 to 100%) and 32% score at (51 to 75%). The implication for this data is that the majority of ELLs in the TBE classes perform in the top half percentile.

The data on how our English Language Learners performed in the targeted content areas of English Language Arts and Mathematics for grades 3- 5 were analyzed. An analysis of the English Language Arts 2008-09 tests revealed that we tested a total of 51 ELLs in grades 3-5 of which only 6 students or 12% of the students tested scored at level 1. In grade three, 24 ELLs were tested which of 15 or 63% scored at level 3 and above; 5 or 21% of the 3rd grade ELLs scored at level 2 and 4 or 17% at level 1. In grade four, 15 ELLs were tested of which 6 or 40% scored at level 3 and above; 8 or 53% of the ELLs scored at level 2 and only 1 or 6% scored at level 1. In grade five, 22 ELLs were tested of which 11 or 50% scored at level 3 and higher; 9 or 41% scored at level 2 and only 2 or 9% scored at level 1. The implication for instruction as per the data is that ELLs required to take the ELA test must continue to receive intensive and rigorous Language Arts instruction using ESL strategies during read alouds, shared and guided reading, note taking and extensive vocabulary building via the content areas. We also need to focus more on students that performed at level 1 in the ELA test to decrease the number of ELLs at this level.

An analysis of the third grade New York State Mathematics 2009 test yielded the following information. A total of 23 English Language Learners took the New York State Mathematics test of which 96% performed at level 3 or higher. . There were no students that performed at level one. A careful review of the statistics for the results of the New York State Mathematics 2008 test clearly indicated that the 12 students who took the test in their native Spanish language one obtained a performance level of 2, eight obtained a performance level of 8 and three obtained a performance level of 4. The implication for instruction as per the data is that students who receive rigorous grade-level academic work in the content area of Mathematics via their native Spanish language while developing English proficiency will perform higher in New York State Mathematics assessments

An analysis of the fourth grade New York State Mathematics 2009 test yielded the following information. A total of 20 English Language Learners took the New York State Mathematics test of which 60% performed at level 3 or higher. Two of these students took the test in Spanish. Only 1 ELL student performed at level

1of which was taken in English. A careful review of the statistics for the results of the New York State Mathematics 2008 test clearly indicated that students who took the test in their native Spanish language obtained a higher performance level. The implication for instruction as per the data is that students who receive rigorous grade-level academic work in the content area of Mathematics via their native Spanish language while developing English proficiency will perform higher in New York State Mathematics assessments.

An analysis of the Fifth grade New York State Mathematics 2009 test yielded the following information. A total of 20 English Language Learners took the New York State Mathematics 2009 test of which 75% performed at level 3 and higher. There were no students that performed at level one. A careful review of the statistics for the results of the New York State Mathematics 2009 test clearly indicated that the six students who took the test in their native Spanish language four obtained performance level of 3 and two obtained a performance level 2. The implication for instruction as per the data is that students who receive rigorous grade-level academic work in the content area of Mathematics via their native Spanish language while developing English proficiency will perform higher in New York State Mathematics test.

All teachers, assistant principals, paraprofessionals, ESL teachers, Special Education teachers and parent coordinators are provided in school with professional development in English Language Acquisition with Academic Rigor to ensure English Language Proficiency. This is offered on Monday afternoon, during our professional learning community. Study groups are conducted: Balancing Reading and Language learning for English Language Learners and How People Learn. A Collaborative inquiry team which consists of 6 teachers across all grades meet on Thursday afternoon's to research, apply and analyze Closing the Achievement Gap for in English Language Learners in Math. This group consists of bilingual teachers and general education teachers, as well. Findings and teaching practices are then shared with the rest of the school community. At the beginning of the year teachers meet in August when needed to help with the transition of new grades and a different population of students. All of our Bilingual and ESL teachers will participate in the school professional development activities based on their grade level during faculty conferences, grade common and new teacher preparation periods and individual and group demonstration lessons within the classrooms. Designated teachers will participate in monthly Teacher College training in literacy and will turnkey during above-mentioned professional development opportunities as well as after school. The following is a monthly professional development schedule of topics in which Bilingual, ESL and general education teachers will participate. September- Assessment grade K-5; October -Stamina strategies in literacy grades K-5, Fountas and Pinell Assessment and El Sol K-3; November- Non-fiction K-5; December-Comprehension K-2, Test Taking Strategies 3-5; January-Mid-year Assessment K-2, Test Preparation 3-5; February- Revisiting Non-Fiction K-2 and Book Clubs 3-5; March- Fluency K-2, Strategic Reading 3-5; April-Poetry K-5, Science Focus grade 4; May-Realistic Fiction K-2, Memoirs 3-5; June Independence K-5. There will also be school specific professional development activities specific for teachers of ELL students offered on a periodic basis: Differentiated instruction with scaffolding strategies; Reader's theater using Total Physical Response, Creating Classroom rubrics and assessments that measure oral language development in both the native and second language for ELLs, Backward Design Instruction for ESL planning. And SIOP model for planning lessons. Teachers will create units of instruction using essential outcomes and questions. Teachers at P.S.5 participate in inter-classroom visitations, ESL lesson study Group and lesson modeling. All meeting agendas and attendance are kept in the bilingual binder and in the school's professional development binder.

Transitional Education Bilingual teachers will continue to have a weekly common preparation period where they can discuss program related issues and concerns as well as receive professional development training in areas specific to Bilingual Education, Literacy, etc. TBE teachers also have weekly common preparation periods with the general education teacher on their grade. During this time they can plan and discuss ESL methodologies with the general education teachers to use with their ELLs in their own classroom when needed. Since February 6, 2006 the 37.5 mandated minutes have been institutionalized. As per the new UFT contract, which mandated 37.5 minutes, we opted to provide additional intensive instruction for ELLs in grades 3 to 5 for 37.5 minutes on every Tuesday and Wednesday.

All school related information is translated into Spanish since the majority of our English Language Learners are Hispanic. We have a functioning PTA association that meets once a month. They provide information for their members in both English and Spanish. The Parent Coordinator will continue to provide training for parents, address their concerns, and nurture and maintain a close working relationship between our school and parents/community. We scheduled a grade specific meeting for new ELLs parents to our school. There will also be a spring meeting in March of 2010. The orientation will inform these parents of our school's bilingual and ESL programs, the curriculum for each grade, our administrative and support staff, school arrival and dismissal schedules, regulations and policies, etc. Any new parents of ELL children that are registered after the above-mentioned date will be provided an orientation to our school by the ESL teacher/bilingual coordinator as needed on an ongoing basis. Parents of ELLs that continue to be entitled will be informed about their children's status via written communication. Parents of all ELLs will be invited and encouraged to attend all school functions and activities i.e. Curriculum Night, Literacy Night, Test Orientation Parental Meeting. All school bulletins, newsletters, calendars, etc. will be provided in Spanish, which is our largest language minority group. We will also provide the above-mentioned information to our other ELL parents whose language is other than English in their native language to the extent possible. Multiple times during the year parents are given surveys to know how we can better assist them in the meetings. Partnerships with Teaching Matters, Teachers College and LEAP provide services for the students as well as the parents.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 7	School Public School 5
Principal Mary M. Padilla	Assistant Principal Maria Falcon
Coach Literacy – Roselyn Leuzzi	Coach Math – Carol Clarke
Teacher/Subject Area	Guidance Counselor David Lenihan
Teacher/Subject Area Evelyn Roca ESL	Parent
Teacher/Subject Area M. Batista 4th Grade TBE	Parent Coordinator Dana Mercedes
Related Service Provider J. Valentin Bilingual / AIS	SAF Elizabeth White
Network Leader Petrina Palazzo	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	7	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	587	Total Number of ELLs	155	ELLs as Share of Total Student Population (%)	26.41%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	134	Special Education	7
SIFE		ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	74	7	0	18		0			0	92

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

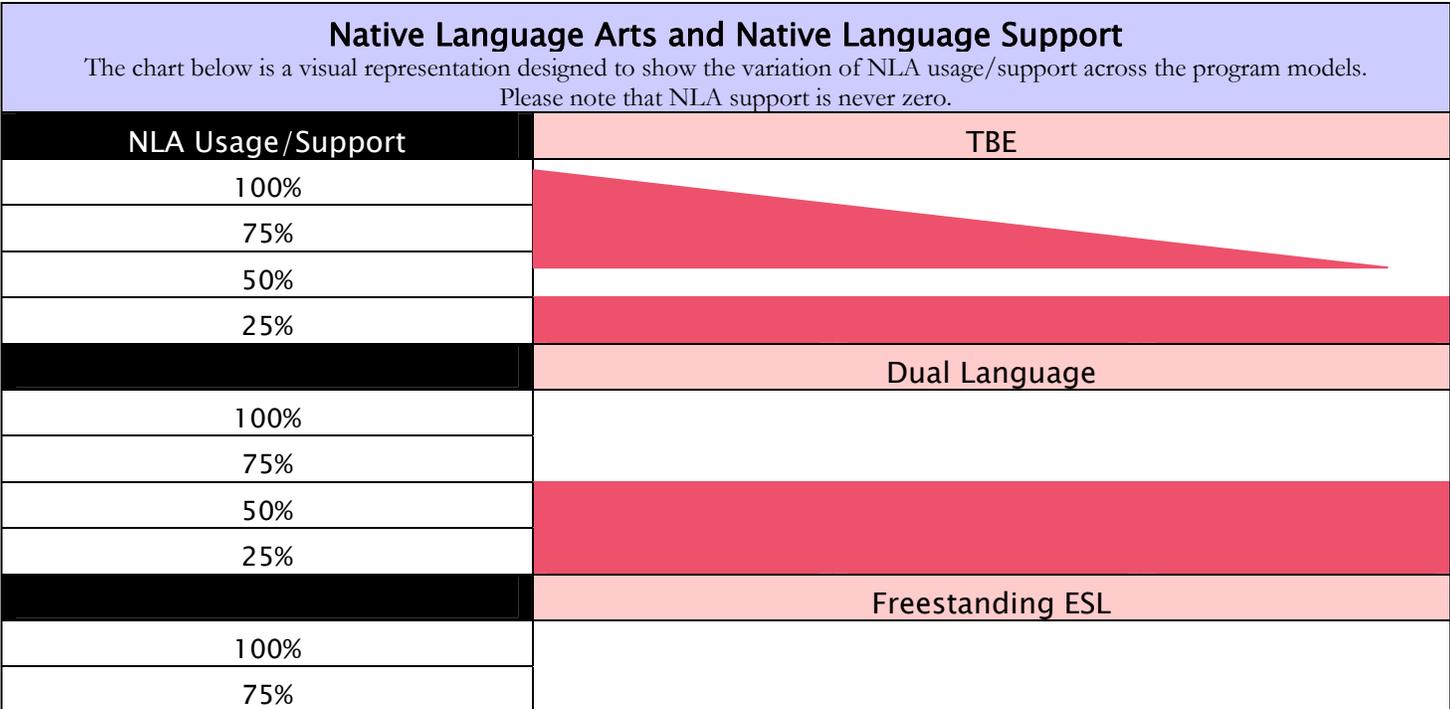
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	7	5	7	4	8	6				37
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French						1				1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	2	2	1	4	2	1				12

Programming and Scheduling Information

TOTAL	9	7	8	8	10	8	0	0	0	50
--------------	---	---	---	---	----	---	---	---	---	----

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	24	23	14	9	4	8				82
Intermediate(I)		6	11	16	2	6				41

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	4	3	1	6	0	6	23
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	3	3	2	3	3	1	0	20
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	4	3	16	11					
Chinese Reading Test									

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 155 LEP _____ Non-LEP _____
Number of Teachers 7 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Bilingual and ELL students in Grades 2, 3, 4 and 5 will receive intensive ESL instruction via an After-school Program. The After-School Program will run for two sessions a week beginning in November and running through April, 2010 for a total of 36 sessions. The first phase of the ESL after-school program will run for 18 sessions. It will be a hands-on, project based teaching and learning. A LEAP teaching artist will come and work with the students and teachers. ELLs will further develop their oral and written communication skills. This will be done through Creative Arts and Storytelling. In the Creative Arts Group, students will write original skits or act out existing stories and plays. They will create props and masks for their performance. They will practice writing dialogue, reading fluently, and speaking clearly. In the Storytelling group, students will develop speaking and listening comprehension skills through storytelling. Students will work on speaking clearly as they develop their vocabulary, reading, and comprehension skills. The second phase of the ESL after-school will run for 18 sessions. Students will be introduced to themes and topics in science and social studies. This will be done using different types of graphic organizers, such as, flow charts, KWL charts, cause and effect charts, concept webs, graphs, timelines and compare/contrast charts. Students will practice using sentence structures, enhance their high frequency words and content vocabulary while reading leveled content area text. Science and Social Studies State standards will be satisfied while addressing the ESL State standards. Our English Language Learners will develop their literacy, academic language, and content knowledge. Themes that will be enriched are: World Geography, World Communities, and Regions of the United States, Life Cycles, The Environment and Habitats. The program will be supervised and evaluated by the Assistant Principal or Principal.

Materials that will be used during the ESL After-School program will include the Benchmark English Explorers program and supplemental materials including library books that will enhance their knowledge of content area subject matter. Our after-school program for bilingual and ESL students will provide participants with more intensive instruction in English in order for them to be better prepared for City and State assessments in reading/writing using content area material. It will supplement the regular day instructional program by giving the students more opportunities to strengthen and improve their listening, speaking, reading and

writing skills in English. The areas of speaking and writing will specifically focus on the data analysis that indicated these components as areas of deficiency in many of our ELL students.

PS 5 employs a daily 30-minute tutorial. Three times a week all ELL'S and bilingual students in grades K-2 will use the Foundations Program. From March to May all students in K-5 will use Getting Ready for the NYSESLAT booklets that will provide reinforcement activities in the Speaking, Listening, Reading and Writing components. All ELLS and Bilingual students in Grades K-5 will remain in school for the additional 50 minutes two times (Tuesday and Wednesday) a week that was designed for struggling students. Material that will be used will be Rigby's On Our Way to English for grades 3-5.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All Bilingual and ESL Teachers providing in school Title III enhanced ESL services will be provided with professional development on English Language Acquisition with Academic Rigor to ensure English Language Proficiency. They will also receive training on the various components of the Readers and the Writers Workshop during Teachers College Calendar days, in-house Teachers College Consultant days for K-2 and 3-5 and Leadership Support Organization professional development. Bilingual and ESL teachers meet twice a month to discuss ESL strategies and student groups. Additional topics that will continue throughout the year will be:

Month	Topic
September	Sheltered Instruction/(SDAIE) Specially Designed Academic Instruction in English: Planning and Organizing
October	Group Work: Cooperative Learning Methods and Jigsaw
November	Thematic Instruction: Organizing, Functional Language and Literacy Uses
December	Scaffolding: First Language Acquisition, Second Language Acquisition, Reading and Writing
January	Assessment of ELLs: Formal and Informal
February	Integration of and Relationship among listening, Speaking, Reading, and Writing
March	Oral Language Performance of Beginning and Intermediate ELLs
April	Promoting Oral Language Development in the Classroom
May	Oral Language Development through Content Area Instruction

The school will conduct differentiated professional development on the above-mentioned topics and will be conducted by the Bilingual Coordinator, Assistant Principal, and Literacy Coach and TC Consultants.

Form TIII – A (1)(b)

School: PS 5

BEDS Code: 3207-0001-0005

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$10,828.44	Phase 1: 18 sessions x 2 hours = 36 hours 36 hours x 2 teachers = 72 hours 72 hours x \$49.89 = <u>\$3,592.08</u> Phase 2: 18 sessions x 2 hours = 36 hours 36 hours x 3 teachers = 108 hours 108 hours x \$49.89 = <u>\$5,388.12</u> Supervisor per session: 18 sessions x 2 hours = 36 hours 36 hours x \$51.34 = <u>\$1,848.24</u>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$8,640.00	18 sessions x \$240.00 (LEAP Artist: Creative Arts) = <u>\$4,320.00</u> 18 sessions x \$240.00 (LEAP Artist: Storytelling) = <u>\$4,320.00</u>
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$2391.56	6 Theme sets @ \$325.00 = <u>\$1,950.00</u> Each theme set includes: 3 level 1 discover titles (6-pack) 3 levels 2, 3, and 4 titles (6-pack) 6 Teacher's Guide (1 per title) 6 Comprehension Question Cards (1 per title) 6 Audio CD's (1 per title) 6 Talking E-Books (1 per title)

		Classroom materials (paper, folders, pencils. Crayons. Markers, construction paper, folders) <u>\$441.56</u>
Educational Software (Object Code 199)	\$0	N/A
Travel	\$0	N/A
Other		
TOTAL		21,860.00

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based on our school demographic data, including the school report card, 69.9% of our population is Hispanic and many of the parents do not speak, read or write English. We have a small population 10% that speaks Bengali, Mandingo, French, Fulani, Ga, Garifuna, Yoruba, Africans, Soninke and Twi. When students are admitted to PS5 parents fill out a home language survey. This survey informs us of the home language, be it spoken, read or written. In addition, it informs us of the specific needs of students. Written translation services are essential to ensure effective home school communication. All communication sent home from PS 5 is translated into Spanish with many attempts to get the information in Bengali and French. The administrative staff use telephone translation services as needed and requested by parents in need of such services.

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

The survey has indicated that we have a total of 155 English Language Learners. 91% of our English language learners are native Spanish speaking immigrants. Furthermore, 9% are English Language Learners speaking languages other than Spanish. Via Parent Teacher Association meetings parents were informed of the school's findings.

Part B: Strategies and Activities

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

All school bulletins, monthly newsletters, calendars, etc. are provided in Spanish, which is our largest language minority group. We also provide the above-mentioned information to our other ELL parents whose language is other than English in their native language to the extent possible. School staff does translations in-house. Whenever needed the translation office is used.

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

The current parent coordinator is bilingual and assists in communicating with the parents. The PTA also offers parents assistance in both Spanish and English. Also, all of the secretarial staff is bilingual, speaking Spanish and English. The bilingual/ESL teachers service students. The administrative staff uses telephone translation services as needed and requested by parents in need of such services. Signs when entering the school inform parents that translation services are available

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

We scheduled a meeting for new ELL parents to our school in October 2009. There will also be a spring meeting in March of 2010. The orientation will inform these parents of our school's bilingual and ESL programs, the curriculum for each grade, our administrative and support staff, school arrival and dismissal schedules, regulations and policies, etc. Our school bilingual coordinator will meet with parents of newly enrolled identified ELL students as needed on an ongoing basis. Parents of all ELLs will be invited and encouraged to attend all school functions and activities. The school has signs posted in as many languages as the Department of Education has translated in key areas of the school such as the bulletin board in the main entrance, main lobby and on the wall near the Parent Coordinator's office. We also use telephone translation services as needed and requested by parents in need of such services

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	591,568	151,901	743,469
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,916		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,519	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29, 578		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		5, 374	
6. Enter the anticipated 10% set-aside for Professional Development:	23,693		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		7,595	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

General Expectations

Port Morris School /Public School 5 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- PS 5 will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- PS 5 will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, PS 5 will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- PS 5 will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- PS 5 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- PS 5 will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Port Morris School/PS 5 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. Encourage Parents to join the School Leadership team
 - b. Have the Parent Coordinator hold information sessions and send out surveys to receive parental input.
 - c. Learning Leaders Parents training in order for parents to be school volunteers.
 - d. Create a "pool" of interested parents in the form of parent representatives from each class/grade.
2. Port Morris School/PS 5 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Review and process of "quality reviews" with parents and SLT.
 - b. Conduct an "in-house" quality review.
 - c. Debrief and discuss results and areas in need of improvement with SLT.
3. Port Morris School /PS 5 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Provide information sessions at the beginning of the school year both during the day and in the evening to review school data and implications for instruction.

4. Port Morris School/PS 5 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: State- operated preschool programs Universal Pre-K, by
 - a. Providing a Family Worker who will facilitate Parent Leadership Workshops such as EPIC.

5. Port Morris School/PS 5 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

These evaluations will be conducted via school surveys which will be distributed during Parent Meetings.
The school's Parent Coordinator will be responsible for creating, disseminating and collecting the surveys.
The results of the surveys will be presented to the Principal and the SLT for review and action in modifying the School's Plan.

6. Port Morris School/PS 5 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 1. Teachers will provide parents with explanations of student assessments and provide the parents with the opportunity to experience the kinds of assessment that their children are taking.
 2. Additional workshops will be conducted by the Parent Coordinator and Literacy and Math Coaches will give parents insights as to the skills needed to achieve standard and the tests used to measure success.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - a) Parent meetings will be conducted by the Math and Literacy Coaches that will provide materials that will help parents assist their children at home.
 - b) Parents can access the school report card via the school's own website. Additional resources are available on the school's website.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - a) Providing newsletters and other written communications that will describe school activities for parents to participate with their children

- b) Inviting parents to be regular partners in their child’s classroom and school’s computer lab.
 - c) PS 5 Library Services for families
 - d) Cook shop training for parents as partners.
 - e) School Leadership training for active participation for parents.
 - f) Invite parents to present in their children’s classes experiences that they have had in their native countries (establish a school fair to celebrate the countries represented in the school).
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- a) Implement the use of the Family Worker and Parent Coordinator to provide workshops for parents to participate.
 - b) Plan trips for parents to attend with their children.
 - c) Plan classroom activities for parents to partner in their children’s education.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Provide written communication in English and Spanish
 - Use “Phone Master” to inform parents of upcoming school events and meetings.
 - Provide summaries of meetings and duplicate any information for parents to receive if they are unable to attend the meeting.
 - Use the Parent Coordinator as the “Clearing house” for all pertinent school information.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Agenda. This policy was adopted by the Port Morris School/PS 5 on June 5, 2006 and will be in effect from this date. The school will distribute this policy to all parents of participating Title I, Part A children each September.

Port Morris School/PS 5, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

Port Morris School/PS 5 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Using appropriate funds to provide reduced class size not only in the early childhood grades, but to the extent possible, in the upper (4, 5) grades as well.
 - Providing additional Academic Intervention Services to students who need the extra assistance in learning the concepts needed to achieve at standards.
 - Extending the school day to provide tutorial to academically at risk students.
 - Provide Saturday Academy at critical times of the school year for additional practice and skills -building.
2. Hold parent-teacher conferences during the months of November and March during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - At the beginning of the school year
 - For the first marking period when report cards are distributed. At this time the teachers will review the Compact.
 - For the second marking period when report cards are distributed.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - At the end of specific assessments such as Fountas and Pinnell Benchmark Assessment at the beginning of the year, and when teachers complete the assessment from Teachers College. Informal conferences will be scheduled to review the results of these initial assessments.

- In January, conferences will be scheduled for parents to meet with their children's teachers to receive a mid-year report.
 - The above meetings are in addition to the regular parent-teacher conferences that are held in the fall and the spring of the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff will be available for consultation twice during the school year for formal Parent-Teacher Conferences.
 - In addition, the staff will provide their schedule to the parents for them to come in at their convenience and meet with the individual during his/her preparation period, lunch period, before or after school.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents will be encouraged to come to school to volunteer for all classroom activities. The Parent Coordinator will schedule these opportunities.
 - The school library is open for open access to parents on a daily basis alternating morning and afternoons.
 - Parents have the opportunity to schedule observations at any time that is convenient for them.
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring and maintaining 94% attendance and punctuality.
- Making sure that homework is completed.

- Making sure that students read nightly for 30 minutes and complete the reading log.
- Monitoring amount of television their children watch.
- Participating and attending Parent Literacy and Math workshops
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.

- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Behave in a manner that is safe, fair and responsible

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
High Mobility of English Language Learners has contributed to an interrupted education and sporadic attendance.
Parents of ELL's do not attend parental workshops and thus are not able to support a partnership with the parents and the community to improve student academic achievement

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

All students attending PS 5 have the opportunity to meet the State's proficient and advanced levels of student academic achievement. Academic intervention services, extended day, speech, counseling, pupil services, grief counseling, at risk counseling, are offered to those students in need.

All students are involved in our tutorial period, which is an additional 30 minutes of study that is cyclical covering all of the major content areas. . After school programs are offered to students who are in need of additional support. An after school enrichment program is also offered. Summer school sessions are available as well.

3. Instruction by highly qualified staff.

PS 5 abides by the NCLB Act by hiring certified teachers. PS 5 participates in city wide job fairs. This year all qualified candidates were hired through Open Market system, DOE Absent Teacher Reserve Pool and Teaching Fellows for special education candidates.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All teachers are invited to attend after school and lunchtime workshops and study groups that will focus on differentiation of instruction and data analysis. A professional learning community period which fosters professional development across grades and disciplines is offered weekly for a period on Mondays. Professional Literature are purchased to support this initiative. Per diem days are scheduled to allow teachers to go on intervisitations, Calendar Days at Teachers College and LSO workshops.

Teachers, paraprofessionals, support staff and administrators complete a needs assessment periodically throughout the year. At grade meetings and school wide inquiry teams, teachers reflect on instruction, assessment, and other educational and academic concerns. Teachers also complete reflections on the units of study they are implementing. School Leadership Team analyzes this data and determines how it can be used to better meet our students' needs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

PS 5 has made an effort to abide by the NCLB Act by hiring certified teachers. PS 5 participates in city wide job fairs, NYC Teaching Fellows and Teach for America job fairs. PS 5 canvases universities and college programs for prospective candidates. As of June 2009 all teaching staff were 100% qualified.

6. Strategies to increase parental involvement through means such as family literacy services.

PS 5's parent coordinator plans monthly parent meetings and workshops on topics ranging from reading at home with your child, preparing for the state assessments to adult literacy. Both the math and literacy coaches hold workshops for parents. The Library Media Specialist has open access periods after school on Fridays for the students and their parents. The range of activities include from obtaining a library card and GED classes to how to read aloud with your child. Outside agencies, such as LEAP, provide parent workshops integrating the arts and children's literature. All of the above workshops are conducted in both English and Spanish to meet the needs of our diverse population. In addition, workshops are offered at different times during the day to increase attendance. Parents are invited to monthly celebrations, for example publishing parties and math fairs. Parents are also encouraged to attend Family Day, Book Fairs, and PTA meetings. PTA recently held their elections and are brainstorming events with the School Leadership Team and Parental Participation inquiry team for the 2009-2010 school year.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

PS 5 offers Pre-K parent workshops for those students who are entering PS 5's preschool program. PS 5 also encourages families to tour the school and attend open house. Students attending preschool classes are encouraged to attend the first few days of school with their parents.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

At grade leader meetings, grade meetings, cabinet, weekly school wide Inquiry Team meetings, and School Leadership sessions assessment data is analyzed and reflected upon. Instruction and intervention are planned based on the data.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Children who experience academic difficulty mastering the standards receive academic intervention services. Additional classroom support is provided by differentiating instruction through small group strategies. An additional period during the day is used to implement a tutorial period that is cyclical covering all of the major content areas. Support Staff push into the classrooms to provide extra support as well. Students are also supported with one literacy AIS teacher and monolingual resource room. Classroom teachers utilize ongoing assessment of students to plan instruction that best fits the student's needs.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: In Good Standing **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum Maps: Although our school has a Unit of Study Curriculum Map for ELA, based on these findings it was determined that the content of the map is a comprehensive backwards design plan outlining the teaching points and expectations for students performance. Our current map does not explicitly address the NYS Standards in reading, writing, speaking and listening.

Taught Curriculum:

Our committee reviewed and evaluated the taught curriculum for all students with a focus on ELLs. While it is evident through lesson plan evaluations and observations that some of the NYS standards are being addressed in reading and writing, they are not being addressed with the depth to which they should be taught. While spoken presentations are part of our school's curriculum, the implementation of this standard is limited. Some of the lessons contained opportunities for improving speaking and listening skills.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central, our committee will explore and facilitate the ongoing study of our ELA Curriculum maps so that they become a comprehensive plan more aligned with the NYS Testing Program.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether Finding 1A was relevant to our school's educational program. The committee met on four occasions. Committee members included the principal, assistant principals, literacy coach, math coach, the data specialist, grade leaders, Bilingual coordinator and AIS coordinator. During each meeting one component of Key Finding 1A was addressed. The committee reviewed our CEP and evaluated school data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs and our materials. The results of this assessment process was shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were relevant to our school's educational program in the areas of curriculum mapping and the taught curriculum for ELLS.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Taught Curriculum in ELA especially for ELLs: Our committee reviewed and evaluated the taught curriculum for all students with a focus on ELLs for alignment with state learning standards. While it is evident through lesson plan evaluations and observations that some of the NYS standards are being addressed, they are not being addressed to the depth to which they should be taught. Some skill areas needed to be revisited.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central, our committee will explore and facilitate the ongoing study of our Mathematics Curriculum maps so that they become a comprehensive plan more aligned with the NYS Testing Program.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether Finding 1A was relevant to our school's educational program. Committee members included the principal, the assistant principals, literacy coach, the data specialist, the Bilingual Coordinator, grade leaders, and the AIS Coordinator. During each meeting one component of Key Finding 1A was addressed. The committee reviewed our CEP and evaluated school data to look for gaps in our written and taught curriculum, the effectiveness of our curriculum maps in ELA especially for ELLs and our resources. The result of this assessment process was shared at an SLT meeting, grade meetings, inquiry team meetings, and with the staff at a faculty conference and with our SAF and Network Leader.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our committee reviewed the findings and recommends the:

- Continuation of the Teacher's College Reading and Writing Curriculum
- Continuation of collaborative lesson planning on all grades
- Continuation of Curriculum and PD Committee monthly sessions
- Continuation of curriculum mapping
- Continuation of block scheduling for literacy
- Continuation of the 120 minute workshop model of instruction

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central, our committee will explore use of variety of assessment data and Strategies for teachers to make decisions regarding their students' strengths and weaknesses. Assessment data analyses will help teachers target skill deficiencies, identify at risk students, and identify students who may be moved to the next level.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student

engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School-based committees were formed to assess whether Finding 1A was relevant to our school's educational program. Committee members included the principal, the assistant principals, math coach, the data specialist, the Bilingual Coordinator, grade leaders, and the AIS Coordinator. During each meeting one component of Key Finding 1A was addressed. The committee reviewed our CEP and evaluated school data to look for gaps in our written and taught curriculum, the effectiveness of our curriculum maps in mathematics especially for ELLs and our resources. The result of this assessment

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our committees reviewed the findings and in order to ensure academically focused classroom instruction and increase student engagement recommend:

- Continuation of collaborative standard-based lesson planning on all grades
- Continuation of curriculum mapping to align the Everyday math Program to the NYS content and process strands
- Continuation of the double block math instruction twice a week
- Continuation of workshop model of instruction with opportunities for students to engage in explorations and hands-on activities
- Continuation of the Exemplar Problem Solving Program to support student interaction with the NYS Process strands
- Continuation of math focused afterschool programs and tutorials to foster procedural fluency.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Although our school will not require additional support from central, our committees will explore the use of multiple formative assessment data, develop intervention strategies, and encourage teachers to make decisions regarding their students' strengths and weaknesses in mathematics. Assessment data analyses will help teachers target skill deficiencies

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether Finding 3 was relevant to our school's educational program. Committee members included the principal, the assistant principals, literacy coach, the data specialist, the Bilingual/AIS Coordinator and grade leaders. During each meeting one component of Key Finding 3 was addressed. The committee reviewed our CEP and evaluated school data to look for data of P.S.5's transfer and turnover rate.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

According to our BEDS information the committee found that 98% of staff is highly qualified. In the past, we have found a high turn-over rate but recently the transfer and turnover rate has stabilized.

- Percentage of teachers with more than 2 years teaching in this school has increased from 65.2% to 68.0%

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to research the issue and try to find highly qualified teachers who plan to stay in the profession.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although

city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether Finding 4 was relevant to our school's educational program. Committee members included the principal, the assistant principals, literacy coach, the data specialist, the Bilingual/AIS Coordinator and grade leaders. During each meeting one component of Key Finding 4 was addressed. The committee reviewed our CEP and evaluated school data to look for gaps in our communication to teachers through professional development. This result was shared at an SLT meeting, grade meetings, inquiry team meetings and with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were relevant to our school's educational program in the areas of professional development regarding ELLS.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our committee reviewed the following data:

- Looking at Teachers Professional Learning Visitation Forms
- Surveying Teachers
- Needs assessment

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central, our committees will explore the professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs which are being offered by the LSO/ISC. Professional development will be made available to teachers and plans for ELL instruction is communicated effectively:

- Professional Learning Visitation Forms
- Professional Development after-School: School based policies regarding ELL instruction
- District-Wide professional Development listed in Newsletter
- Postings of Professional Development

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether Finding 5 was relevant to our school's educational program. Committee members included the principal, the assistant principals, literacy coach, the data specialist, the Bilingual/AIS Coordinator and grade leaders. During each meeting one component of Key Finding 5 was addressed. The committee reviewed our CEP and evaluated school data to look for gaps monitoring ELL's academic progress or English Language Development. This result was shared at an SLT meeting, grade meetings, inquiry team meetings and with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were relevant to our school's educational program in the areas of specific monitoring of ELL's academic progress where the data given is not useful or not given in a timely manner.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our committee reviewed the following data regarding ELLs:

- El Sol
- Fountas and Pinnell Benchmark assessment
- Years of Service
- SIFE/Long-Term ELLs
- NYSESLAT Scores
- LABR Scores
- State Test Results
- IEPs for ELLs

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central, our committees will create a template which will be given to all teachers involved in instructing ELLs. We found data for ELLs were in many different reports and that made it difficult for teachers to use data effectively in their classroom instruction. This template will include all pertinent information regarding their ELL students to inform instruction (i.e. EL SOL levels, ECLAS2 levels, Years of Service, Home Language, SIFE?, Long-Term ELLs?, LABR results, State Test results: ELA, Math, Science, Social Studies and NYSESLAT Proficiency Levels). Students will be grouped according to NYSESLAT levels. These groups will be according to the NYSESLAT subtests proficiency levels which are Listening/Speaking and Reading/Writing levels. All this information will be given at a timely manner to ensure proper instruction and grouping for all ELLs.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether Finding 7 was relevant to our school's educational program. Committee members included the principal, the assistant principals, literacy coach, the data specialist, the Bilingual/AIS Coordinator and grade leaders. During each meeting one component of Key Finding 7 was addressed. The committee reviewed IEPs to see if accommodations and /or modifications for the classroom environment including instruction were clearly stated. It was determined that the Curriculum Audit findings were relevant to our school's educational program in the areas of IEPs not regularly including behavioral plans and lack of alignment between goals ,objectives, and modified promotion criteria.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our committee reviewed the following data regarding IEPs:

- Accommodations and/or modifications for the classroom environment
- Goals

- Objectives
- Modified promotion criteria
- Content on which students are assessed on grade-level tests

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central, our committees will meet with the school psychologist and the school social worker to ensure that IEPs clearly specify **ACCOMMODATIONS** and /or modifications for the classroom environment including instruction, alignment between the goals, objectives, and modified promotion criteria and behavioral goals and objectives. Teachers with students that have IEPs will receive training on understanding an IEP and how they inform their instruction according to the students IEP.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

A school-based committee was formed to assess whether Finding 7 was relevant to our school’s educational program. Committee members included the principal, the assistant principals, literacy coach, the data specialist, the Bilingual/AIS Coordinator and grade leaders. During each meeting one component of Key Finding 7 was addressed. The committee reviewed IEPs to see if accommodations and /or modifications for the classroom environment including instruction were clearly stated. It was determined that the Curriculum Audit findings were relevant to our school’s educational program in the areas of IEPs not regularly including behavioral plans and lack of alignment between goals ,objectives, and modified promotion criteria.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Our committee reviewed the following data regarding IEPs:

- Accommodations and/or modifications for the classroom environment
- Goals

- Objectives
- Modified promotion criteria
- Content on which students are assessed on grade-level tests

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central, our committees will meet with the school psychologist and the school social worker to ensure that IEPs clearly specify **ACCOMMODATIONS** and /or modifications for the classroom environment including instruction, alignment betw

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-2010)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 24 students in temporary housing who are currently attending Public School 5.

2. Please describe the services you are planning to provide to the STH population.

Each child living in temporary housing will receive small group instruction in the daily 30 minute tutorial program. All students in grades 3-5 will be invited to stay for extended day receiving small group instruction in a group of 10 students or less. The students and their parents will also be invited to attend group sessions with the social worker and the social worker interns dealing with issues relating to their housing status. The parents of these students will work with the Parent Coordinator and will be invited to attend workshops and seminars dealing with the current issues they are facing e.g. their living situation, career counseling, life skills, etc.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.