



**PS 5 ELLEN LURIE SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 06M005**  
**ADDRESS: 3703 TENTH AVE**  
**TELEPHONE: 212-567-8109**  
**FAX: 212-567-6526**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 005      **SCHOOL NAME:** Ellen Lurie School

**SCHOOL ADDRESS:** 3703 Tenth Avenue

**SCHOOL TELEPHONE:** 212-567-8109      **FAX:** 212-567-6526

**SCHOOL CONTACT PERSON:** Wanda Soto      **EMAIL ADDRESS:** Wsoto2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Santa Coker

**PRINCIPAL:** Wanda Soto

**UFT CHAPTER LEADER:** Lee Nelson

**PARENTS' ASSOCIATION PRESIDENT:** Rosa Lazala

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 06      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Marlene Wilks

**SUPERINTENDENT:** Martha Madera

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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.*

| <b>Name</b>        | <b>Position and Constituent Group Represented</b>  | <b>Signature</b>          |
|--------------------|--|---------------------------|
| Wanda Soto         | *Principal or Designee   | <i>Wanda Soto</i>         |
| Lee Nelson         | *UFT Chapter Chairperson   | <i>Lee Nelson</i>         |
| Jacqueline Lazala  | *PTA President   | <i>Jacqueline Lazala</i>  |
| Rosa Lazala        | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   | <i>Rosa Lazala</i>        |
| Altagracia Peralta | DC 37 Representative, if applicable  | <i>Altagracia Peralta</i> |
| N/A                | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                           |
| Madelyn Gonzalez   | CBO Representative, if applicable  | <i>Madelyn Gonzalez</i>   |
| Santa Coker        | Member/UFT/SLT Chairperson   | <i>Santa Coker</i>        |
| Alexandra Nieves   | Member/UFT/  | <i>Alexandra Nieves</i>   |
| Keely Blumentritt  | Member/UFT/  | <i>Keely Blumentritt</i>  |
| Victoria Sosa      | Member/Parent  | <i>Victoria Sosa</i>      |
| Luz DeLaRosa       | Member/Parent  | <i>Luz DeLaRosa</i>       |
| Juana Hernandez    | Member/Parent  | <i>Juana Hernandez</i>    |
|                    | Member/  |                           |

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

\* Core (mandatory) SLT members.

### **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.

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P.S. 5, The Ellen Lurie School, located in upper Manhattan, Inwood Heights along the shore of the Harlem River, is a full-service Children's Aid Society (CAS) Community School providing educational support and services to the children. CAS offers our children after school programs that support the curriculum, summer camp, medical and dental services for our children, their siblings and their families.

As of October 27, 2010, PS5 services 787 students in grades K-5. PS 5 receives Title I funding, with approximately 94.9% eligibility. Changes in immigration and socio-economic patterns have shown a steady decrease in our enrollment over the past few years. Although there is a significant Hispanic representation, our present register consists of diverse ethnic and cultural groups.

The student body includes 92% Hispanic students and 6.65% African American students. 374(47.5%) of our students are English Language Learners (ELLs). 436 took the 2010 NYSESLAT exam where 73 scored Beginning, 121 were Intermediate, 170 were Advanced and 72 tested out as Proficient. Our ELLs, many of whom have limited English proficiency and/or interrupted education (SIFE) are grouped based on NYSESLAT performance results into one of three possible instructional options: Bilingual/Transitional, ESL self-contained and Push-in/Pull-out ESL instruction. Our Bilingual and ESL teachers are certified and highly qualified teachers. We support this large ELL population with a pedagogical staff of ESL teachers, as well as Bilingual CB, Special Education, Cluster, SETSS, and Speech teachers, as well as with a Bilingual Data Specialist. All other staff holds licenses in specialty areas or common branches.

We have been a School Wide Project (SWP) since 2006 and we utilize Title I SWP funds for servicing and addressing the needs of our students on all performance levels. We are currently a "Universal" school.

We provide extensive At-Risk intervention and remedial support services by employing Academic Intervention Specialists. We firmly believe and live by the model of providing intensive instructional and remedial support within an RTI model prior to a Special Education referral. Our special education students are served in programs that are aligned with the Least Restrictive Environment (LRE) as outlined in the NYC Continuum of Services. These include SETSS, Collaborative Team Teaching (CTT)/Integrated Team Teaching (ITT) and Self-Contained/12:1:1 Special Education classes.

Our 2007 Quality Review indicated the school's strengths as having: strong leadership, clear and shared vision, strategic planning, high quality teaching, high expectations, accountability for student learning, collaborative and effective goals from teachers and students, school values, respect for parents and for our high attendance rate. The school is self-evaluative as it monitors its work rigorously and makes changes based on data.

After the NYS adoption of the Common Core Curriculum, PS 5 is focusing on writing and integrating the new common core state standards (CCSS). We are integrating the writing CCSS throughout all curriculum areas. Teachers are working collaboratively to generate teaching points aligned to our Units of Study. Additionally, our teachers are analyzing student work and using this data to generate revised teaching points in order to meet student needs.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**(version 2011-2B-January 2011)**

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |                    |               |        |                          |              |
|---|--------------------|---------------|--------|--------------------------|--------------|
| <b>School Name:</b>                             | Ellen Lurie School |               |        |                          |              |
| <b>District:</b>                                | 06                 | <b>DBN #:</b> | 06M005 | <b>School BEDS Code:</b> | 310600010005 |

| DEMOGRAPHICS  |                                |                                       |                                       |   |                                       |  |                                       |                            |                            |
|---|--------------------------------|---------------------------------------|---------------------------------------|---|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| <b>Grades Served in 2009-10:</b>  | <input type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2               | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4        | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
|   | <input type="checkbox"/> 8     | <input type="checkbox"/> 9            | <input type="checkbox"/> 10           | <input type="checkbox"/> 11                         | <input type="checkbox"/> 12           | <input checked="" type="checkbox"/> Ungraded |                                       |                            |                            |
| <b>Enrollment:</b>  |                                |                                       |                                       | <b>Attendance: % of days students attended*</b>     |                                       |  |                                       |                            |                            |
| (As of October 31)  | 2008-09                        | 2009-10                               | 2010-11                               | (As of June 30)                                     | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Pre-K   | 0                              | 0                                     | 0                                     |   | 93.8                                  | 94.6   | 94.1                                  |                            |                            |
| Kindergarten  | 124                            | 118                                   | 113                                   |   |                                       |  |                                       |                            |                            |
| Grade 1   | 126                            | 146                                   | 121                                   | <b>Student Stability: % of Enrollment</b>           |                                       |  |                                       |                            |                            |
| Grade 2   | 154                            | 132                                   | 129                                   | (As of June 30)                                     | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Grade 3   | 119                            | 157                                   | 149                                   |   | 92.4                                  | 92.9   | 94.1                                  |                            |                            |
| Grade 4   | 121                            | 117                                   | 162                                   |   |                                       |  |                                       |                            |                            |
| Grade 5   | 154                            | 115                                   | 104                                   | <b>Poverty Rate: % of Enrollment</b>                |                                       |  |                                       |                            |                            |
| Grade 6   | 0                              | 0                                     | 0                                     | (As of October 31)                                  | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Grade 7   | 0                              | 0                                     | 0                                     |   | 86.7                                  | 90.7   | 94.9                                  |                            |                            |
| Grade 8   | 0                              | 0                                     | 0                                     |   |                                       |  |                                       |                            |                            |
| Grade 9   | 0                              | 0                                     | 0                                     | <b>Students in Temporary Housing: Total Number</b>  |                                       |  |                                       |                            |                            |
| Grade 10  | 0                              | 0                                     | 0                                     | (As of June 30)                                     | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Grade 11  | 0                              | 0                                     | 0                                     |   | 1                                     | 69   | 63                                    |                            |                            |
| Grade 12  | 0                              | 0                                     | 0                                     |   |                                       |  |                                       |                            |                            |
| Ungraded  | 4                              | 4                                     | 3                                     | <b>Recent Immigrants: Total Number</b>              |                                       |  |                                       |                            |                            |
|   |                                |                                       |                                       | (As of October 31)                                  | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Total   | 802                            | 789                                   | 781                                   |   | 14                                    | 25   | 33                                    |                            |                            |
| <b>Special Education Enrollment:</b>                                    |                                |                                       |                                       | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                                       |  |                                       |                            |                            |
| (As of October 31)  | 2008-09                        | 2009-10                               | 2010-11                               | (As of June 30)                                     | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Number in Self-Contained Classes  | 39                             | 39                                    | 43                                    |   |                                       |  |                                       |                            |                            |
| No. in Collaborative Team Teaching (CTT) Classes                        | 37                             | 36                                    | 25                                    | Principal Suspensions                               | 38                                    | 26   | 8                                     |                            |                            |
| Number all others   | 48                             | 42                                    | 47                                    | Superintendent Suspensions                          | 14                                    | 8  | 3                                     |                            |                            |
| <i>These students are included in the enrollment information above.</i> |                                |                                       |                                       |   |                                       |  |                                       |                            |                            |

| DEMOGRAPHICS  |         |         |         |  |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <b>English Language Learners (ELL) Enrollment:</b><br>(BESIS Survey)                                  |         |         |         | <b>Special High School Programs: Total Number</b><br>(As of October 31)          |         |         |         |
| (As of October 31)  | 2008-09 | 2009-10 | 2010-11 | 2007-08  | 2008-09 | 2009-10 |         |
| # in Trans. Bilingual Classes   | 183     | 190     | TBD     | CTE Program Participants   | 0       | 0       | 0       |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Early College HS Participants  | 0       | 0       | 0       |
| # receiving ESL services only   | 229     | 212     | TBD     | <b>Number of Staff: Includes all full-time staff</b>                             |         |         |         |
| # ELLs with IEPs  | 6       | 73      | TBD     | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> |         |         |         | Number of Teachers   | 76      | 70      | 64      |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Administrators and Other Professionals                                 | 22      | 22      | 9       |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals  | 4       | 3       | 10      |
|   | 0       | 0       | TBD     |  |         |         |         |
|   |         |         |         | <b>Teacher Qualifications:</b>   |         |         |         |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2008-09 | 2009-10 | 2010-11 | % fully licensed & permanently assigned to this school                           | 100.0   | 100.0   | 100.0   |
| American Indian or Alaska Native  | 0.0     | 0.1     | 0.3     | Percent more than two years teaching in this school                              | 68.4    | 78.6    | 93.8    |
| Black or African American   | 6.1     | 7.4     | 6.3     | Percent more than five years teaching anywhere                                   | 63.2    | 72.9    | 89.1    |
| Hispanic or Latino  | 93.3    | 91.0    | 92.4    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.   | 0.0     | 0.5     | 0.4     | Percent Masters Degree or higher   | 89.0    | 96.0    | 96.9    |
| White   | 0.6     | 0.6     | 0.6     | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 93.1    | 97.4    | 97.6    |
| Multi-racial  |         |         |         |  |         |         |         |
| <b>Male</b>   | 51.6    | 49.8    | 49.3    |  |         |         |         |
| <b>Female</b>   | 48.4    | 50.2    | 50.7    |  |         |         |         |

| 2009-10 TITLE I STATUS   |  |   |   |   |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | <input type="checkbox"/> Title I Targeted Assistance |   | <input type="checkbox"/> Non-Title I        |   |
| Years the School Received Title I Part A Funding:                    | <input checked="" type="checkbox"/> 2006-07          | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY  |   |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |   |
| <b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>   |   |

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <u>Differentiated Accountability Phase (Check ✓)</u> | <u>Category (Check ✓)</u> |         |               |
|--|---------------------------|---------|---------------|
|  | Basic                     | Focused | Comprehensive |
| In Good Standing (IGS)                               | √                         |         |               |
| Improvement (year 1)                                 |                           |         |               |
| Improvement (year 2)                                 |                           |         |               |
| Corrective Action (year 1)                           |                           |         |               |
| Corrective Action (year 2)                           |                           |         |               |
| Restructuring (year 1)                               |                           |         |               |
| Restructuring (year 2)                               |                           |         |               |
| Restructuring (Advanced)                             |                           |         |               |

| <b>Individual Subject/Area Outcomes</b> | <b>Elementary/Middle Level (✓)</b> |   | <b>Secondary Level (✓)</b> |  |
|---|------------------------------------|---|----------------------------|--|
|   | ELA:                               | √ | ELA:                       |  |
|   | Math:                              | √ | Math:                      |  |
|   | Science:                           | √ | Grad. Rate:                |  |

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| <b>Student Groups</b>                            | <b>Elementary/Middle Level</b> |          |          | <b>Secondary Level</b> |      |              |                 |
|--|--------------------------------|----------|----------|------------------------|------|--------------|-----------------|
|  | ELA                            | Math     | Science  | ELA                    | Math | Grad. Rate** | Progress Target |
| <b>All Students</b>                              | √                              | √        | √        |                        |      |              |                 |
| <b>Ethnicity</b>                                 |                                |          |          |                        |      |              |                 |
| American Indian or Alaska Native                 |                                |          |          |                        |      |              |                 |
| Black or African American                        | --                             | --       |          |                        |      |              |                 |
| Hispanic or Latino                               | √                              | √        |          |                        |      |              |                 |
| Asian or Native Hawaiian/Other Pacific Islander  | --                             | --       |          |                        |      |              |                 |
| White  | --                             | --       |          |                        |      |              |                 |
| Multiracial                                      |                                |          |          |                        |      |              |                 |
| <b>Other Groups</b>                              |                                |          |          |                        |      |              |                 |
| Students with Disabilities                       | X                              | √        |          |                        |      |              |                 |
| Limited English Proficient                       | X                              | √        |          |                        |      |              |                 |
| Economically Disadvantaged                       |                                |          |          |                        |      |              |                 |
| <b>Student groups making AYP in each subject</b> | X 3 of 5                       | √ 5 of 5 | √ 1 of 1 |                        |      |              |                 |

### **Key: AYP Status**

|                 |                                   |   |   |    |   |
|-----------------|-----------------------------------|---|---|----|---|
| √               | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |
| √ <sup>SH</sup> | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status |    |   |

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

| <b>Progress Report Results – 2008-09</b>   |      | <b>Quality Review Results</b>                                 |                      |
|--|------|---|----------------------|
| <b>Overall Letter Grade</b>  | B    | <b>Overall Evaluation: 2008-2009<br/>2009-2010</b>            | Well Developed<br>NR |
| <b>Overall Score</b>   | 54.5 | <b>Quality Statement Scores:</b>                              |                      |
| <b>Category Scores:</b>  |      | Quality Statement 1: Gather Data                              | Well Developed       |
| School Environment<br>(Comprises 15% of the Overall Score)                         | 8.6  | Quality Statement 2: Plan and Set Goals                       | Outstanding          |
| School Performance<br>(Comprises 25% of the Overall Score)                         | 7.1  | Quality Statement 3: Align Instructional<br>Strategy to Goals | Outstanding          |
| Student Progress<br>(Comprises 60% of the Overall Score)                           | 35.8 | Quality Statement 4: Align Capacity<br>Building to Goals      | Outstanding          |
| Additional Credit  | 3.0  | Quality Statement 5: Monitor and Revise                       | Outstanding          |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> |      |   |                      |

## 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/Teacher 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 your school's 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?
- 

The Instructional Team reviewed the school's instructional program, teacher input, data analysis and disaggregated the information to conclude that PS5 would continue to focus on Writing and integrate writing throughout all content areas. We realized during the Literacy block teachers include vocabulary development, reading fluency, and comprehension for all of our learners (monolingual, bilingual and special needs children). The team recognizes research that indicates children need a solid foundation in their native language to be able to learn a second language in the case of our Bilingual children. When we address bilingual children, we speak of children who are in both general education classes as well as students with special needs. Our curriculum is used by all children: general, bilingual and special needs. We have our staff scaffold instruction so that students can understand the concepts and are exposed to the grade curriculum they are currently attending. In light of this, we reviewed the available resources to support vocabulary development in the native language for bilingual and special needs children. We also recognized that there are budgetary constraints in light of hard times making it difficult to provide all the additional support necessary for our children to meet success. As a Title I SWP school we provide services and opportunities to all of our children.

Review of disaggregated data of students by subgroups, revealed that all students had not met AYP for ELA although they did meet for Mathematics and Science. ELLs and students with disabilities need additional support in order to attain gains that are similar to the general population. Through the use of Title III funds the after school program is made available to our ELL students who may also be students with disabilities. It was also noted that Former ELLs perform at a higher level proving that scaffolding instruction to our students has worked in having them meet AYP. Student progress is monitored as it relates to the NYS accountability status.

Data is collected using a variety of formative and summative assessments and is used to drive instruction in the classroom. Teachers meet regularly with coaches, assistant principals and/or principal to analyze the assessment data and to plan how to regroup students, address strategies and discuss the students in need of additional intervention and differentiation.

Teachers maintain a Data Binder that may include Analysis of NYSESLAT scores, TC Running Records in English and Spanish, Conference Notes, Teacher Observations, Unit Tests, IDEL,

Standardized ELA and Math scores, Acuity Predictive, ELL Acuity Assessments, ITA and the use of Portfolios.

Our balanced literacy approach to Instruction includes the five dimensions of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency as recommended by the National Reading Panel. We implement the Proficient Reading Strategies throughout K-5 instruction, with a focus on explicit teaching and independent reading to ensure for student understanding of text. This horizontal and vertical consistency in strategies has resulted in our students making greater progress in reading than in the past (based on formative assessments). Our K-5 Writers Workshop includes components of Accelerated Literacy Learning (ALL) to help develop student ideas and creativity and Step Up to Writing to help develop students' abilities to structure their writing.

The 2010 NYS ELA and Math exams were re-normed to reflect the new standards as a result there was an increase in the number of students in Level 1. We have a total of 80 students in Level 1, 182 in Level 2, 102 in Level 3 and 7 in Level 4. The bulk of our students can be found in Levels 2 and 3.

Data collected during Learning Walks and Focused Walkthroughs by the administration, CFN Network 209 support, consultants, inter and intra school visitations, school coaches and teachers provided valuable information that was reviewed to identify the instructional initiatives that are in place and the level of consistency throughout the grades. The need for the use of data to be incorporated in our professional development plan to drive our instructional plan was evident. As a result it was concluded staff members needed training in the Professional Teaching Standards from the University of California, Santa Cruz.

The Santa Cruz Professional Standards give teachers an opportunity to assess not only students but their teaching practice and professional development enabling them to set goals that align with the six professional standards. Through training and practice our teachers will be able to establish and communicate learning goals for all students, involve and guide all students in assessing their own learning as well as collect and use multiple sources of information to assess student learning. Using these results of assessments will guide teacher instruction and the ability to communicate with students, families and other audiences about student progress.

It was also clear that our ELL students, our students with disabilities and our Hispanic students were not making adequate gains. Although, PS5 has been identified In Good Standing for both ELA and Math we will continue to use data and analyze student work in order to make educational decisions that increase the effectiveness of teaching and learning and work closely with subgroups in order for them to make continuous gains.

We continue to have our children make steady, incremental gains in Literacy and will work closely with teachers, support staff, administration and families to move all of our children so that by the year 2013-2014 our children will meet the State Annual Measurable Objectives as the State has stated.

In preparation for the CCSS upper grade classes are using writing matters web site, where students are publishing on their own on-line magazine and use word processing software. Technology is an essential part of our school. Every classroom is equipped with at least one computer that can access the Internet and a printer. This is important to the teacher's planning because they need to access their students ARIS reports so that they can plan accordingly. Most classrooms are setup so that the students have access to the computers as well. The students use the computers to look up information

and research as well as to access programs and websites that we have subscribed to such as Samson's Classroom, Uptown Education, Brainpop, and Encyclopedia Online.

The upper grade teachers also incorporate other technologies such as LED projectors, Smartboards, overhead projectors and audio equipment to stimulate and enhance their lessons. The lower grades do not have all of these resources as of now, but we are planning on purchasing more equipment as funding comes in.

Thanks to funding contributions from various grants we have managed to equip our computer lab with 30 iMac computers and a Promethean Active Whiteboard. We also have 3 laptop carts that the upper grade teachers sign-out and use on a daily basis. We also setup a 15 station computer lab in our school library.

Our biggest obstacle that we are facing this year is finding the funding to maintain the computers, replace broken equipment and to purchase items such as projector bulbs, computer mice and printer ink. We would like to purchase more projectors, laptops and Smartboards to use in the lower grades, however we simply do not have the budget. We need more funding so that we can purchase and use the latest technologies so that our students can be successful in this digital age.

## **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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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- 1. Professional Development:** By June, 2011 all classroom teachers will align their teaching practice to the Santa Cruz, California Professional Standards for Teachers as measured by learning walks, informal and formal observations and planning for instruction.
- 2. Data:** By June 2011, 100% percent of the classroom teachers will be using data in order to effectively inform their planning and instruction. Data used will strengthen teachers' capacity to analyze and use the information to improve the performance and progress of students (general and special education and monolingual and Bilingual)).
- 3. School Environment:** By June, 2011 improve school environment by reducing the rate of incidents in the cafeteria and classroom by 5% targeting students who have frequent incidents and provide one-to-one support for them thereby improving safety and respect across the school community by creating an orderly and disciplined environment.
- 4. English Language Learners:** A review of the results of the 2011 NYSESLAT scores will show at least a 3% increase in the number of ELLs who show improvement in their reading, writing, listening or speaking skills either within their respective levels (Beginner, Intermediate, Advanced) or have moved on the next level.
- 5. Writing:** Provide a systemic approach where 90% of students (general and special education and monolingual and bilingual students) in grades 1-5 will increase their writing abilities and stamina in both narrative and expository writing.

**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 2010-11 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, PLA, 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):** 1. Professional Development

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>By June, 2011 all classroom teachers will align their teaching practice to the Santa Cruz, California Professional Standards for Teachers as measured by learning walks, informal and formal observations and planning for instruction.</p>   |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>   | <ol style="list-style-type: none"> <li>1. Provide PD to all staff.</li> <li>2. Review monthly professional readings with staff via grade conference and/or faculty conference.</li> <li>3. Collaboratively create PD Plans for all teaching staff based on individual and/or grade teacher goals.</li> <li>4. Use a Learning Walk Protocol to monitor, plan and ensure that instruction is aligned to the standards.</li> <li>5. Develop a supervisory schedule for review of class data collection that allows for meetings with teachers to establish goals, discuss students’ performance, revise plans and reflect on the effectiveness of implementation strategies.</li> <li>6. Administration to review student performance and progress with classroom teachers and Coaches assisting assist with revising existing goals that are aligned to increase student achievement.</li> </ol> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ol style="list-style-type: none"> <li>1. Two Literacy Coaches- Title I</li> <li>2. Math Coach</li> <li>3. AUSSIE Consultant: Literacy</li> <li>4. AUSSIE: Mathematics</li> <li>5. NETWORK CEIS</li> <li>6. NETWORK Instructional Support</li> <li>7. Administration</li> </ol>  |

**Indicators of Interim Progress and/or Accomplishment**

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

1. All staff has a copy of the Professional Teaching Standards
2. All teachers submit written professional teaching goals and revisit the class “Big” goals periodically throughout the year.
3. Teachers will use the PTS continuum to assess their progress in achieving their goals. Teachers will show movement/progress from the continuum: beginning, emerging, applying, integrating and innovating.
4. A yearly calendar will be distributed to all staff with a monthly focus targeting a PTS and Principles for Learning elements.
5. Teacher participation in learning walks focused on PTS elements.
6. Written feedback will be provided from walkthrough.
7. Formal observations by supervisors will reflect PTS elements and growth towards learning goal(s).
8. Agenda and attendance sheets for Professional Development sessions.
9. Teacher Plan of Action

**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 2010-11 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, PLA, 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):** 2. Data

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>By June 2011, 100% percent of the classroom teachers will be using data in order to effectively inform their planning and instruction. Data used will strengthen teachers’ capacity to analyze and use the information to improve the performance and progress of students (general and special education and monolingual and bilingual).</p>   |   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>   | <ol style="list-style-type: none"> <li>1. Meet weekly by Grade during 50 minutes Professional Development to develop writing rubrics based on the Units of Study and Common Core State Standards (CCSS).</li> <li>2. Teachers will collaboratively develop teaching points based on Rubrics.</li> <li>3. Teachers will meet to analyze student writing and plan next steps.</li> <li>4. Coaches, AUSSIE consultants, Data Inquiry team members and administration will assist in the development of a PD plan</li> <li>5. Provide differentiated PD to meet identified needs of small groups (ex. New staff, Special Ed, ELL teachers)</li> <li>6. Instructional Team will meet periodically to review whole school performance and progress and adjust plan as needed to ensure the actions are focused/on target.</li> </ol> |   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ol style="list-style-type: none"> <li>1. Hired Data Specialist</li> <li>2. AUSSIE Consultants: Literacy &amp; Math</li> <li>3. Literacy Coaches</li> <li>4. Math Coach</li> <li>5. NETWORK Support</li> <li>6. Administration</li> <li>7. Title IID Grant</li> </ol>  | <ol style="list-style-type: none"> <li>8. OTPS to purchase additional resources</li> <li>9. Title I, 3, School Support</li> </ol> |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"><li>1. Copies of Agendas, Attendance Sheets and Rubrics.</li><li>2. Generation of a PD Plan</li><li>3. Use of Title IID Writing Rubrics</li><li>4. Collecting and review of student writing portfolios on a monthly basis</li><li>5. Evidence of increased student writing as reflected in portfolio work, journal writing and writing process</li></ol> |
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**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 2010-11 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, PLA, 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):** 3. School Environment

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>   | <p>By June, 2011 improve school environment by reducing the rate of incidents in the cafeteria and classroom by 5% targeting students who have frequent incidents and provide one-to-one support for them thereby improving safety and respect across the school community by creating an orderly and disciplined environment.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>  | <ol style="list-style-type: none"> <li>1. Identify at-risk students (general and Special ed) in need of support;</li> <li>2. Review monthly the rate of suspensions with APs and Guidance Department;</li> <li>3. Reinforce existing school-wide Character Education Program providing PD and monthly focus through a teaching curriculum;</li> <li>4. Communicate the Character Education Program monthly focus to all staff and children in the school community;</li> <li>5. Hold monthly Assemblies to build community;</li> <li>6. Set up systems to include PBIS program where all stakeholders are a part the process ensuring the innovations are successfully embedded in the school’s practices;</li> <li>7. Support the PBIS initiative with appropriate PD, time and scheduling;</li> <li>8. Daily morning announcements reinforcing Character Ed. Themes;</li> <li>9. Review Book of the Month books that support teachers in the classroom that will reinforce Character Ed. themes</li> </ol> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p> | <ol style="list-style-type: none"> <li>1. Social Worker for grades K-2</li> <li>2. Guidance Counselor for grades 3-5</li> <li>3. Related Service Provider for mandated Counseling 2.5 days; 2.5 days to address and support at-risk population</li> <li>4. OTPS for books</li> <li>5. Administration</li> </ol>  |

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| <p><i>described in this action plan.</i></p>   | <ol style="list-style-type: none"> <li>6. Network Support</li> <li>7. PBIS training</li> </ol>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> <li>1. Students identified through referrals from the PPT, classroom teachers, parents and Guidance department</li> <li>2. Guidance team will review suspension ratings on a monthly basis</li> <li>3. Distribution of 2010-2011 school calendar that reflects character trait of focus for each month</li> <li>4. Announcement of monthly character trait will be announced during the morning public address system</li> <li>5. Monthly assemblies focused on character trait</li> <li>6. Network will facilitate PBIS procedures for school implementation (survey, etc)</li> <li>7. Attendance sheets for staff PD</li> <li>8. Daily AM announcements over the PA system</li> <li>9. Order additional books to support Character Ed. Themes</li> </ol> |

**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 2010-11 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, PLA, 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):** 4. English Language Learners

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>A review of the results of the 2011 NYSESLAT scores will show at least a 3% increase in the number of ELLs who show improvement in their reading, writing, listening or speaking skills either within their respective levels (Beginner, Intermediate, Advanced) or have moved on the next level.</p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>   | <ol style="list-style-type: none"> <li>1. Using a myriad of formative and summative assessments classroom and AIS teachers will group students for AIS or Enrichment services based on reading levels and language needs for ELLs found in monolingual, bilingual and special needs classes;</li> <li>2. Analyze the 2010 NYSESLAT scores data identifying patterns and/or trends amongst children who may have a stall;</li> <li>3. Develop differentiated strategies that match the identified student needs in ESL or ELA;</li> <li>4. Provide PD to support teachers working with ELL students;</li> <li>5. Assess teachers’ performance through informal and formal observations that show how they monitor students’ progress;</li> <li>6. Provide scheduling opportunities for teachers to work together to collaboratively share ideas ensuring they plan by grade and skills and can be supportive of each other.</li> </ol> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ol style="list-style-type: none"> <li>1. Literacy Coaches to work with classroom teachers</li> <li>2. NETWORK Support</li> <li>3. OTPS for purchasing additional supplies</li> <li>4. Title III funds for after school programs, parent involvement and additional resources</li> <li>5. Title I</li> </ol>  |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> <li>1. AIS teachers working with LLI series for intervention with groups</li> <li>2. Identification of ELL students with stall</li> <li>3. Participation in ELL students having ESL stall after school program</li> <li>4. ESL/Bilingual teachers participating in study group where they address and create differentiated instructional strategies for ELL students</li> <li>5. Formal observation write ups will reflect “noticings” of student progress</li> <li>6. Collaborative planning, after school opportunities to work together and payment of “lost Prep” made available to staff</li> </ol> |
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**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 2010-11 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, PLA, 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):** 5. Writing

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>Provide a systemic approach where 90% of students (monolingual, Bilingual and Special Education) in grades 1-5 will increase their writing abilities and stamina in both narrative and expository writing.</p>  |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>   | <ol style="list-style-type: none"> <li>1. PD using the Step Up To Writing program will be provided in Gr. K-2 for Primary Level and Gr 3-5 for Intermediate Level.</li> <li>2. Step Up to Writing classroom support will be provided by consultant enabling teachers to work together to see trends and/or patterns amongst children across the grade when they are involved in the writing process.</li> <li>3. Have children develop a systematic approach to writing.</li> <li>4. Have students use effective multisensory writing strategies to improve student writing</li> </ol> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ol style="list-style-type: none"> <li>1. Literacy Coaches</li> <li>2. OTPS for additional resources</li> <li>3. Administration</li> <li>4. Network Support</li> <li>5. AUSSIE Consultants</li> <li>6. Title I</li> </ol>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <ol style="list-style-type: none"> <li>1. PD Attendance Sheets</li> <li>2. Step Up To Writing consultant to work with teachers</li> <li>3. Increased student writing</li> <li>4. Coaches working with teachers</li> <li>5. Periodic review of portfolios by administration</li> </ol>  |

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services  |
|-------|---|---|--|--------------------------------|--|---|------------------------------------|--|
|       | # of Students<br>Receiving AIS  | # of Students<br>Receiving AIS  | # of Students<br>Receiving AIS                     | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS   |
| K     | <i>Foundations in class</i>   | 1. All students will receive packets for skills review during midwinter and spring break.<br>2. OTPS money to purchase supplementary materials to support EDM curriculum and test sophistication resources<br>3. Indirect services through teachers getting support from AUSSIE | N/A  | N/A                            | 0  | 0   | 124                                | Children's Aid Society Clinic provides medical and dental services to all students with consent, their siblings and family. Referrals for socio-emotional services are also made |
| 1     | 30 +<br><i>Foundations in class</i>   |   | N/A  | N/A                            | 0  | 0   | 84                                 |  |
| 2     | 33  |   | N/A  | N/A                            | 0  | 0   | 82                                 |  |
| 3     | All grade 3-5 students offered 50 minute instruction 2 days a week- parents had option to opt child out of services |   | N/A  | 28                             | 82   | 0   | 28                                 |  |
| 4     |   |   | Anticipated after school program for skills review | 64                             | 61   | 0   | 55                                 |  |
| 5     |   | * 3 Science Cluster teachers provide additional instruction in grades K-5 supporting Core Curriculum  | 29   | 55                             | 0  | 29  |                                    |  |
| 6     |   |   |  |                                |  |   |                                    |  |
| 7     |   |   |  |                                |  |   |                                    |  |
| 8     |   |   |  |                                |  |   |                                    |  |
| 9     |   |   |  |                                |  |   |                                    |  |
| 10    |   |   |  |                                |  |   |                                    |  |

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| 11 |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |

**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) | <b>Description:</b> Provide a brief description of <b>each</b> 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.).  |
|--|---|
| <b>ELA:</b>                                  | <p>Kindergarten teachers incorporate <i>Foundations</i> into their 135 minute balanced literacy block with an additional dose for the children who are behind academically. Academic Intervention services are provided in grades 1-2 during the day using the Leveled Literacy System by Fountas &amp; Pinnell. A variety of assessments are used to determine child's placement in groups. Formal as well as informal assessments determine at risk children. The AIS teachers track at risk students through an intensive assessment incorporated into the LLI System. Data Meeting with Grade Supervisors, classroom teachers, AIS teacher, Literacy Coach and the data specialist are held to analyze data and group for instructions.</p> <p>All grade 3-5 children were offered two days of after school instruction for 50 minutes. All teachers are providing instruction in literacy based on the groups needs. Groups range between 5-8 students. Data is collected in order to inform that small group instruction. Children who opted out of the program returned letters of refusal and copies are on file in the main office.</p> <p>We anticipate using funds to provide ELA practice and test taking skill by offering Saturday sessions for children in grades three to five.</p> <p>Additionally, a Literacy AUSSIE Consultant works with teachers in providing instructional literacy support. Our consultant is here for 30 sessions.</p>  |
| <b>Mathematics:</b>                          | <p>All classes (general, bilingual and special needs) are using the Everyday Mathematics Program. In addition to providing math instruction, the program provides enrichment, differentiated instructional options for our ELL students, intervention strategies and games to address the needs of our students on a daily basis. On Tuesdays and Thursdays, the teachers provide additional support to small groups of 5-8 students after school for an additional 50 minutes. The teachers collaborate with the Math Coach to create a Math Calendar to help them manage their instruction and ensure all necessary content is covered. The program goals are organized by content strands: number and numeration; operations and computation; data and chance; measurement &amp; reference frames; functions, geometry patterns. Each classroom teacher has a math library to integrate literacy and mathematics instruction. The teachers have interactive word walls that include math vocabulary from books read from their library and from daily instruction. The teachers are also working on increasing the amount of writing our students are producing in math. Students must reflect on the process that used to solve a problem or a strategy used to play any of the Everyday Math games. These writing reflections help the students to deepen their understanding and to internalize the content. It also serves as an informal assessment for the teachers in order to enhance their instruction. In addition, we have a Math AUSSIE Consultant who works with our Bilingual teachers and our teachers who teach ESL Self-Contained classes to provide instructional support. Our consultant is here every other week for a total of 10 sessions.</p> |

|  |   |
|--|---|
| <b>Science:</b>  | PS 5 has 3 Science Cluster teachers that the core instruction classroom teachers teach. Cluster teachers use the scientific method and the inquiry approach when teaching science. Students are actively engaged with experiments supporting the core curriculum. Science core is supported in the classroom by the use of half sets of textbooks. The classroom teacher use read-alouds to support core instruction with fiction and nonfiction materials as an additional support to the Unit of Study. Grades K-2 have 3 Units of Study and grades 3-5 have 4 Units of Study. The science cluster teacher working with grades 4 and 5, uses the A+ Technology Solutions, Inc Mobile Science Lab for instruction thereby integrating technology to science instruction. We are anticipating a Science after school program open to grade 4 students enabling them to practice and reinforce concepts and stimulate their scientific thinking. |
| <b>Social Studies:</b>                                       | We have one Social Studies Cluster teacher reinforcing the Social Studies Core instruction. Supplementary materials are used to align with the Social Studies standards. Rosen Classroom Books and materials are used to support Units of Study. For example, Exploring Community guide integrates English Language Arts skills with the teaching of Social Studies (cause and effect, sequence chart, graphic organizers, main idea, KWL chart, supporting details, etc.). All grade 2 and 3 teachers have a set of the Social Studies core curriculum. Cluster teacher also has a set reinforcing classroom instruction.  |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | One guidance counselor works with grades 3-5 students. Small group, whole class instruction and individual counseling is provided to students at risk, referred by teacher and/or parent. Crisis intervention, socialization skills, strategies for building self esteem and making the right choice is addressed. Additionally, guidance is give to students in grade 5 in making a Middle School Choice. Participation in the PPT/AIS committee provides names of at risk students and families who may need additional support. Home visits and workshops are provided to families based on need. Referrals are made to families by the guidance counselor and the Children’s Aid Society Mental Health provider.  |
| <b>At-risk Services Provided by the School Psychologist:</b> | <b>N/A</b>  |
| <b>At-risk Services Provided by the Social Worker:</b>       | One Social Worker works with at risk students in grades K to 2 in small groups, individual and whole class sessions. Self esteem, socialization skills, sportsmanship and working with peers are addressed through role play and games. Another social worker services special education students as a related service provider and the remaining days she works with children in all grades to support the guidance department. The Social Worker for the school based ISC also provides one to one support to children as the need arises. Outside referrals are also made in order for families to receive support.  |
| <b>At-risk Health-related Services:</b>                      | Children’s Aid Society provides PS5 with Medical and Dental services. Referrals for other mental services are made. Additionally, a DOE social worker will work with CAS to provide social-emotional support to children during the after school hours.   |

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5      Number of Students to be Served: 374    LEP 374    Non-LEP

Number of Teachers 22      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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P.S. 5 services 374 Limited English Proficient students in grades K-5 out of a population of 787. The programs offered at our school align with parental request. At the present time P.S. 5 offers a Transitional Bilingual Program, Free Standing ESL using Self-Contained and push-in models.

Title III funding will be used to provide supplemental instructional activities that will support our English Language Learners (ELLs) in meeting the New York State English as a Second Language/English Language Arts Standards. The New York State English as a Second Language Achievement Test (NYSESLAT), New York State English Language Arts Test and LABR data as well as other formative assessments (ie. Running records, conferencing, portfolios) will be used to determine participation, group for instruction and assess student achievement. Six activities are planned.

**Activity #1 – ELL Study Group**

An ELL study group will purchase Mary Capellini’s book Balancing Reading and Language Learning, to further enhance teachers understanding of ELL students. Teachers will create a strategic plan for the implementation of effective ELL reading and language strategies to be used in the ELLs After School program and during the school day.

Teachers and supervisor will be paid per session for this activity.

**Dates and Frequency:** 8 days; December 13 and 20, January 10 and 24 – 2011, February 21, March 14 and 28, May 16, (Mondays from 2:30p.m. – 4:00 p.m.) 1.5 hour each session

**Number facilitators:** 10 teachers and 1 Supervisor in total

**Activity #2 - Additional ELL After-School Support**

**Dates and Frequency:** 20 days from January 11, 2011 to March 24, 2011, 2 days a week, Tuesdays & Thursdays from 3:10 – 4:40 p.m., 1.5 hours each session (3 hours a week)

**Number facilitators:** 10 certified Transitional/Bilingual and/or ESL teachers & 1 supervisor

**Number students:** maximum of 15 ELL students per group – Maximum total of 150 students to be served

**Grades & Levels of Proficiency:** ELLs in grades 3-5 from all proficiency (beginners, intermediate & advanced) will participate in this program.

**Instructional Program & Rationale:** The instructional program will support students in strengthening both Native and English Language skills in Listening, Speaking, Reading and Writing. Students will work in small groups according to academic and language needs. A variety of leveled text across all content areas in both English and Spanish will be purchased to meet the needs of our ELL students. The Bookroom from Benchmark Education Leveled Text Program will allow the teachers to assess and address literacy needs in both English and Spanish. The teacher will use running records to address students’ needs. The Bookroom Benchmark Education books are correlated to the TC running records we currently use school wide. Students will benefit from additional English language reinforcement through research-based methodologies that will include but are not limited to hands-on activities, small group activities, and or instructional scaffolds.

**Activity #3-** We recognize that we are preparing our English Language Learners, for the 21<sup>st</sup> Century and know that the arts will help our students become college and career ready as mandated by the Common Core State Standards. Therefore, students will participate in a multicultural arts experience in partnership with The Society of the Educational Arts (SEA). SEA is a bilingual arts-in-education organization that gives a voice to young people through theater and the arts, facilitates learning, provides training, motivates and challenges young people to stay in school. This activity will allow our ELL students to participate in two bilingual theater performances of “La Cucarachita Martina” (Martina the Little Roach) and “Goldilocks and the Three Bears”. SEA’s programs and performances

exemplify wholesome and educational values, (embodying, questioning, making connections, identifying patterns, exhibiting empathy, creating meaning) strengthen cultural identity, and boost self-esteem.

**Activity #4** - Purchase Empire State NYSESLAT student book for all ELLs in order to provide additional skill reinforcement that supports curriculum goals, promotes success on the NYSESLAT and helps students overcome daily language barriers.

**Activity #5** – ELL Parent Activity:

**Dates and Frequency:** Starting 5 days x 2 hours each session: Mondays, April 11, 2011 – May 16, 2011.

Parents and their children will engage in a minimum of 10 hours of meaningful activities related to the academic learning of their children during the 2010-2011 school year. Four TBE teachers will conduct a book club for five two hour sessions with 12 parents and 12 students. The teachers will guide the group through reading a novel. The teacher will coach parents on strategies they can use when reading with the children at home. One culminating activity will be a trip to the library for the parents and students to select a book that they will read together in order to transfer the book club strategies to the home. In addition, students and parents will participate in a performance depicting the story from the book.

**Activity #6** – ELL Articulation in Data Analysis

**Dates and Frequency:** 4 days throughout the school yr.

**Number facilitators:** 6 mainstream teachers

ESL Teachers will articulate with mainstream teachers to discuss and monitor students' language progress. These meetings will also serve as an instructional strategy meeting to help students increase their language proficiency. A closer analysis of students' data will be used to guide teachers in determining students individual needs.

**Activity #7** - Additional ELL After-School Support

**Dates and Frequency:** 20 days from January 10, 2011 to March 29, 2011, 2 days a week, Mondays & Fridays from 2:20 – 3:50 p.m., 1.5 hours each session (3 hours a week)

**Number facilitators:** 4 certified Transitional/Bilingual and/or ESL teachers & 1 supervisor

**Number students:** maximum of 15 ELL students per group – Maximum total of 60 students to be served

**Grades & Levels of Proficiency:** ELLs in grade 2 from all proficiency (beginners, intermediate & advanced) will participate in this program.

**Instructional Program & Rationale:** The instructional program will support students in strengthening both Native and English Language skills in Listening, Speaking, Reading and Writing. Students will work in small groups according to academic and language needs. A variety of leveled text across all content areas in both English will be purchased to meet the needs of our ELL students. The Bookroom from Benchmark Education Leveled Text Program will allow the teachers to assess and address literacy needs in both English and Spanish. The teacher will use running records to address students' needs. The Bookroom Benchmark Education books are correlated to the TC running records we currently use school wide. Students will benefit from additional English language reinforcement through research-based methodologies that will include but are not limited to hands-on activities, small group activities, and or instructional scaffolds.

## ***PROFESSIONAL DEVELOPMENT PROGRAM***

An ELL study group, comprised of TBE, ESL and teachers of ELLs will continue its work from the last school year by reading, Balancing Reading and Language Learning by Mary Capellini. Participants will discuss the book, collaboratively plan how to integrate these strategies in their daily instruction, try it out, reflect on their teaching and the learning of their students, and support one another through the process. In addition, they will use their acquired knowledge to plan create a strategic plan for the implementation of effective ELL strategies to be used in the ELLs After School program (Activity #2). A culminating event will take place to share best practices with the cohort and the PS 5 community.

## ***DESCRIPTION OF PARENT AND COMMUNITY PARTICIPATION***

We recognize the importance of parental involvement to the academic success of our ELLs. Parents are an integral part of our learning community. During the 2010-2011 school year, we plan to continue to strengthen this partnership with a particular focus on our newcomers' families. We will have four parent/student book club classes, lead by 4 Bilingual teachers that will lead parents and students through meaningful literacy experiences, with the intention of transferring the experience into the home. (See Activity #5)

## ***DESCRIPTION OF ASSESSMENT AND ACCOUNTABILITY***

An Assistant Principal in charge of all ELL Programs will monitor implementation of all specifics named in this plan. The success of the instructional program will be monitored using a variety of formative and summative assessments such as NYSESLAT, Portfolios, Conferencing and Running Records.

The Benchmark Leveled texts that will be purchased with Title III funds are aligned to TC running records, our school wide literacy assessment system. This enables the teacher to track student progress and monitor student growth.

Input from parental involvement activities will be compared to prior years in order to assess if parental involvement has increased. Increased communication with parents will be measured by attendance rate regarding important matters related to their children. Parent communication will be maintained using a variety of channels such as telephone, meetings and mail.

All administrative documents dealing with accountability will be kept by the Assistant Principal. These include but are not limited to attendance sheets for participants in all activities, agendas, minutes/notes time sheets, actual lessons and assessment data.

**Section III. Title III Budget**

School: PS 5 BEDS Code: \_\_\_\_\_

| <b>Allocation:</b>  |                        |   |
|---|------------------------|---|
| <b>Budget Category</b>  | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>                      |
| <b>Professional salaries (schools must account for fringe benefits)</b>   | \$ 5,986.80            | <b>Activity #1</b> - Per Session for Teachers of Study Group  |
| - Per session   | 626.52                 | Per Session for Supervisor of Study Group   |
| Per diem  | 14,967.00              | <b>Activity #2</b> ELL After School Program<br>Per Session for Teachers of ELL After School Program                             |
|   | 1,566.30               | Per Session for Supervisor of ELL After School Program  |
|   | 1,995.60               | <b>Activity #5:</b> Teacher per session for parent activity   |
|   | 522.10                 | Supervisor per session  |
|   | \$ 4,022.40            | <b>Activity #6:</b> Substitute teacher per diem for ELL Articulation in Data Analysis   |
|   | \$4,789.76             | <b>Activity #7:</b> Ell Afterschool Program for 2 <sup>nd</sup> graders<br>Per session for Teachers of Ell After School Program |
|   | \$1,253.04             | Per Session for supervisor  |
| <b>Purchased services</b><br>High quality staff and curriculum development contracts.   | \$ 3,179.18            | <b>Activity #6:</b> SEA Bilingual Arts Performance  |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>Additional curricula, instructional materials.<br>Must be clearly listed. | \$ 672.88              | <b>Activity #1:</b> Study Group Book, 13 books X \$29.19 (13) = \$379.47  |
|   | \$17,481.20            | <b>Activity #2:</b> Leveled Text: Bookroom Benchmark Education  |

|              |                    |   |
|--------------|--------------------|---|
|              | \$ 2,199.80        | <b>Activity #4:</b> ESL/ELL NYSESLAT books              |
|              | \$ 824.32          | <b>Activity #5:</b> Parent & Student Books              |
|              | \$1,640.66         | <b>Activity #2, #5:</b> Program and Classroom supplies  |
|              | \$1,097.55         | <b>Activity # 2, #5, #7:</b> Flip Video Ultra HD Camera |
| Travel       |                    |   |
| Other        | 614.80             | Per Session for Secretary Activity #1, 2, 5 & 6         |
| <b>TOTAL</b> | <b>\$63,439.50</b> | Balance \$0.09  |

| <b>CODE/<br/>BUDGET CATEGORY</b>                    | <b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY<br/>(as it relates to the program narrative for this Title)</b>  |
|---|--|
| <b>Code 15</b><br><br><b>Professional Salaries</b>  | <p><b><u>Activity #1:</u></b> Professional Development: Study Group starting December 13, 2010 – May 16, 2011, 8 days X 1.5 hour each session (Mondays from 2:30 – 4:00 p.m.) = 12 hours X 49.89 (teacher salary w/ fringe benefits) = \$598.68<br/> \$598.68 X 10 teachers = <b><u>5,986.80</u></b><br/> 12 hrs. X \$52.21 (supervisor salary w/ fringe benefits) = <b><u>626.52</u></b></p> <p><b><u>Activity #2:</u></b> ELL After School Program: Starting January 13, 2011 – March 25, 2011: 20 days X 1.5 hours each session (Wednesdays &amp; Thursdays from 2:58 – 4:58 p.m.) = 30 hours 30 hrs. X 49.89 (teacher salary w/ fringe benefits) =1,496.70 \$1,496.70 X 10 teachers = <b><u>14,967.00</u></b><br/> 30 hrs. X \$52.21 (supervisor salary w/ fringe benefits)= <b><u>1,566.30</u></b></p> <p><b><u>Activity #5:</u></b> ELL Parent Activity: 5 Days starting April 11 to May 16, 2011<br/> Teacher 10 hours x \$49.89 = \$498 x 4 groups = <b><u>\$1,995.60</u></b><br/> Supervisor Per session 10 hours x \$52.21 = <b><u>\$522.10</u></b></p> <p><b><u>Activity #6:</u></b> Per Diem \$167.60 (4 days) = \$670.40 per substitute teacher<br/> \$670.40 (6 mainstream teachers) = <b><u>\$4,022.40</u></b></p> <p><b><u>Activity #7:</u></b> ELL After School Program: Starting January 10, 2011 – March 29, 2011: 16 days X 1.5 hours each session (Mondays &amp; Fridays from 2:20 – 3:50 – p.m.) = 24 hours 24 hrs. X 49.89 (teacher salary w/ fringe benefits) =1,197.36<br/> X 4 teachers = <b><u>4,789.76</u></b><br/> 24 hrs. X \$52.21 (supervisor salary w/ fringe benefits)= <b><u>1,253.04</u></b></p> |
| <b>Code 16</b><br><br><b>Support Staff Salaries</b> | <p><b><u>Activities # 1, 2, 5 &amp; 6</u></b> – 1 payroll secretary for 20 hours. X \$30.74 including fringe benefits = <b><u>\$614.80</u></b></p>   |
| <b>Code 40</b><br><br><b>Purchased Services</b>     | <p><b><u>Activity #3:</u></b> SEA Bilingual Arts Performance<br/> <b><u>\$3,179.18</u></b></p>   |

| <b>CODE/<br/>BUDGET CATEGORY</b>                    | <b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY<br/>(as it relates to the program narrative for this Title)</b>  |
|---|--|
| <b>Code 45</b><br><br><b>Supplies and Materials</b> | <p><b><u>Activity #1:</u></b> <u>Study Group Book, Balancing Reading and Language Learning</u> by Mary Capellini<br/> 13 books (\$29.19) = <b><u>\$379.47</u></b></p> <p><b><u>Activity #4:</u></b> <u>Supplemental Materials: Empire State NYSESLAT ESL/ELL student book.</u><br/> Grades K-1 class set @ \$549.95 x 4 sets = <b><u>\$2,199.80</u></b></p> <p><b><u>Activity #2:</u></b><br/> <u>Book room from Benchmark Education Leveled Books</u><br/> <u>K-5: \$13,475.00</u><br/> <u>Complete Early Explorers: \$3,657.50</u><br/> <u>At Home At School: \$348.70</u></p> <p><b><u>Activity #5:</u></b><br/> 52 English Version set of 6 \$51.52 (8 sets) = \$412.00<br/> 52 Spanish Version set of 6 \$51.52 (8 sets) = \$412.00</p> <p><b><u>Total: \$824.32</u></b></p> <p><b><u>Activity #2 &amp; #5:</u></b> Program and Classroom supplies<br/> Loose leafs 400 sheets pack @ \$4.62 (60) = \$277.20<br/> pocket folders 10 pk @1.85 (20) = \$37.50<br/> pencil dozen @ \$0.41 (401) = \$164.41<br/> crayons/box @ \$0.39(111) = \$43.29<br/> chart tablet each @ \$5.14 (63) = \$323.82<br/> dry eraser markers set of 8 @ \$5.07 ( 30) = \$152.10<br/> copy paper 2,000 sheets/carton @ 29.79 (16) = \$476.64</p> |

| <b>CODE/<br/>BUDGET CATEGORY</b> | <b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY<br/>(as it relates to the program narrative for this Title)</b>   |
|----------------------------------|---|
|                                  | <p>glue sticks set of 18 @ \$7.11 (10) = \$71.10</p> <p>post-its: pack of 3 @ \$4.73 (20) = \$94.60</p> <p>Total: <b><u>\$1,640.66</u></b></p> <p><b><u>Activity # 2, #5, #7:</u></b> Flip Video Ultra HD Camera 121.95 (9cameras) = <b><u>\$1,097.55</u></b></p> <p><b><u>Activity #5:</u></b></p> <p>Refreshments for parent and child and culminating celebration <b><u>\$300.00</u></b></p> |

### **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.

Since PS5 has a large ELL population and most of the children are represented by Hispanic population we take pride in providing our families with information and communication sent home in both English and Spanish. Additionally, we have children whose families are provided with information in Arabic. Arrangements are also made for translators to provide translation services to parents during evaluations and /or meetings. Visitors to the school are welcomed by two Bilingual School Safety Officers. The Main Office is staffed with one Bilingual and one monolingual staff member enabling them to meet the needs/requests of our families in person or via telephone. The Parent Coordinator is also bilingual and assists in breaking any language barriers. PTA President welcomes our families many mornings and encourages them to visit the Family Room-room 110. Many classes/workshops are offered to our families in both English and Spanish. Communications sent home are automatically sent in both English and Spanish to all of our families. The Home Language Survey data is also used to assess the school's translation and interpretation needs. Accommodations are made for families of other languages spoken through the Translation and Interpretation Unit for oral and written translations. Staff also attempts to communicate with families that speak other languages. Many families appreciate the attempts personnel makes in order to communicate with the families. Translator is paid to translate at every monthly PTA meeting. During Parent Teacher Conferences arrangements are made for personnel to translate.

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.

Many of our staff readily avails themselves to translate relevant information to our families. This affords us the opportunity to communicate clearly with our families.

#### **Part B: Strategies and Activities**

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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.

Where applicable, per session monies will be used for teachers who must apply to translate documents that are necessary for parents/families to attain in their native language. Spanish translations will be done at the school level. Any other information that needs to be translated in other languages will be provided and paid for through the Translation and Interpretation Unit as well as use an NYCDOE translated documents.

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

Fortunately, many of our staff are fluent in Spanish and are readily available to translate. During parent teacher conferences, school aides and paraprofessionals are available to provide translation services to monolingual teachers. This enables smooth transitions throughout the conference. We have used phone translation in order to communicate clearly with families and students (Arabic, French, Bengali, etc.)

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>.

All school communication is automatically sent to our families in both English and Spanish. Translations are done by teachers and administration fluent in Spanish reading and writing. Where applicable, per session activity is posted and teachers apply for the translation position. Documents are then translated as either in a group or individually. Translations are submitted type written in both English and Spanish.

## 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 Basic | Title I ARRA | Total     |
|---|---------------|--------------|-----------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  | \$781,688     | \$133,347    | \$915,035 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | \$7,816       | \$1,333      | \$9,149   |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$39,080      | *            |           |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | \$78,168      | *            |           |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **OUR ASPIRATIONS**

### **School Vision**

P.S. 5 is a professional learning community where all of its members achieve high standards and become life-long learners.

### **School Mission:**

Public School Five, The Ellen Lurie School, will achieve its vision by:

- Focusing on student performance and progress (SMART Goal setting & measuring content area writing with grade level rubrics);
- Strengthening the quality of teachers, teaching and learning (Common Core State Standards, California Teaching Standards);
- Widening partnerships between school staff, students, home and members of the broader community;
- Holding everyone accountable.

### **Professional Development Goals**

To have the school community engage in true collaboration where individuals share their curiosity, knowledge, preparation, expertise and enthusiasm on a constant basis and accept others’ insights with mutual respect.

**Our Beliefs:**

Public School Five believes in:

- an educational program that builds on learning experiences which develop passionate lifelong learners who love to read, and who, cooperatively as well as independently, work to create, investigate, and solve problems;
- an instructional program that accelerates learning for all students, builds on the strengths of each child, involves children in all steps of the learning process, and documents student’s growth and development through various types of assessment;
- addressing all learning modalities by using a variety of powerful teaching strategies that include technology, thematic approach, parallel instruction in two languages, balanced literacy development, flexible grouping practices, and vivid concrete learning experiences based in inquiry which engage students in child-centered lessons;
- a program which helps develop the WHOLE child, that is, not only from the educational perspective but also from the emotional, social, and medical perspective, and not only for the child him/herself, but also for his/her family.

**Our Inspirations:**

*“The direction in which education starts a man will determine his future life.”* PLATO

*“The education we want for our children, we must want for all children.”* DEWEY

*“Winning is finding the best in Everyone.”*

*“Nothing Great is ever achieved without enthusiasm.”*

*“The future belongs to those who believe in their dreams.”* E. ROOSEVELT

*“If our students fail, then we, their teachers, have failed our students.”*

**1. 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.

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## **PREPARED TO LEARN**

### **ATTENDANCE**

Children must attend school daily. If a child is ill, written medical documentation is necessary indicating the number of days the child must remain home and the date of return as well as the reason for the absence.

## **HOMEWORK**

**Homework provides a means of extending student's classroom experiences. It should be assigned to all students on a regular basis.**

**Homework assignments should relate meaningfully to classroom learning and should be designed to fulfill one or more of the following purposes:**

- Strengthen basic skills and give extra practice on work that has been introduced in class.
- Extend and enhance school learned knowledge and skills
- Reinforce study habits
- Develop initiative, responsibility, and self-direction
- Stimulate independent thinking
- Increase the range and scope of student interest
- Foster worthwhile use of leisure time.

**Homework assignments will adhere to the following principles:**

- Purpose of the assignment and its relationship to what has been taught in class must be clearly defined by the teacher and understood by the students
- Teacher should plan with students not only what to do but how to do it.
- Assignments should grow out of classroom activities and should be meaningful, interesting and varied
- Homework assignments should reflect the wide variety of subject areas taught in an elementary school.
- Assigned homework should be acknowledged and or corrected
- Students will write in all curricular areas

**ALL STUDENTS WILL HAVE HOMEWORK. THE AMOUNT OF TIME SPENT ON HOMEWORK WILL VARY BY GRADE AS FOLLOWS:**

- Kindergarten                    15 minutes a day
- Grade One                        20-30 minutes a day
- Grade Two                        20-30 minutes a day
- Grade Three                      30-40 minutes a day
- Grade Four                        40-50 minutes a day
- Grade Five                        50-60 minutes a day

**THE PARENT/GUARDIAN RESPONSIBILITY:**

- Provide encouraging atmosphere for study (praise, help, encouragement)
- Provide physical space for study                    (desk, table, space, chair)
- Provide homework tools                            (crayons, pencil, pen, paper, glue, scissors)

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent teacher conferences are held two times a year: the first conference for the year 2009-2010 will be held on November 9 and 10, 2009 the second conference will be held in March 2009. The parents are given the opportunity to attend one of two sessions 12:20 - 2:20 pm and 5:30 - 8:00 pm. The notices are sent home notifying them of the conferences.

3. Provide parents with frequent reports on their children's progress.

P.S. 5 practice an open door policy. We have parent "Meet and Greet" the teacher conferences during the first month of school. This provides an opportunity for the parents/families to meet each other and expectations for the year are discussed. We take into account that some parents may not understand English; therefore, P.S. 5 provides translators as needed and requested. As the year progresses, the teachers will make phone calls and send written reports on a regular basis to maintain a school-home communication. These notes are to be signed by the parent/guardian. This process ensures that a parent/guardian has read it and is in agreement or needs clarification from the teacher. Aside from the teacher's effort to maintain a connection with the home, there are also monthly P.T.A meetings and weekly parent workshops. P.S 5 has Open school week twice during the school year. During this week, the parents are allowed to visit their children's classroom and observe the learning process that is taking place. Additionally, the Family Room, Room 110, is used for families to meet and discuss educational practices that are taking place in the school as well as workshops for them.

1. Provide parents with frequent reports on their children's progress.

### **SCHOOL COMMUNICATIONS WITH THE HOME**

Staff and Teachers strive to maintain regular communications with families through:

- Open Door Policy
- First Month of School Parent Orientation Meeting
- Communications provided in English and Spanish
- Translators provided on request and as needed
- Phone calls and written communications made on a regular basis to inform parents of achievements and concerns.
- Upcoming event reminders sent home with students in the form of letters and flyers from the principal
- Parent-Teacher Conferences in the fall and spring.
- Special request conferences scheduled as needed throughout the year before and after school or during the teacher's preparation period.
- Home visits made as needed
- Reports/assessments provided weekly, monthly, or as needed.
- Monthly P.T.A. meetings-----Third Thursday of each Month
- Weekly parent workshops-----Fridays

- Special Curriculum workshops as needed
2. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

### **PARENT /GUARDIAN VOLUNTEERS**

#### **HOW TO FULFILL YOUR SIX HOUR COMMITMENT:**

- Volunteer in the classroom
- Volunteer in the lunchroom
- Volunteer in the library
- Volunteer during entry and dismissal
- Attend Parent Orientation
- Attend Parent-Teacher Conferences
- Attend PTA meetings
- Attend Parent Workshops (every Friday)
- Help with PTA fundraisers
- Attend student performances
- Accompany classes on field trips
- Attend school forums and board meetings
- Attend Parent Advisory Council Meetings
- Membership in the School Leadership Team

*Signing in for your six hours is very important. There are a variety of ways to sign in:*

- See Parent Coordinator to get your application to be a school volunteer
- Speak with the teacher and get signed letter that you helped
- Sign in on the book on the counter in the office and at the security desk

Parent Involvement in the school is very important. When schools and families work together to support learning, students benefit through higher grades, higher test scores, better attendance, more positive attitudes, higher graduation rates and greater enrollment in post-secondary education.

## **READING AT HOME**

### **WHEN AND HOW LONG?**

- Nightly
- 30 minutes

### **WHY?**

Fosters a love, and passion for reading.  
Developes fluent readers  
Establishes the habit of reading

### **HOW?**

- Read with your child in your home language and in English.
- Tell Stories.
- Let your child have undisturbed reading time.
- Let your child see you read for yourself
- Read a variety of materials.

### **WHERE TO GET BOOKS!**

- NYC Public Library on Broadway and Academy Street
- P.S. Five School Library
- Classroom Library

It has been proven that successful readers come from homes where the adults demonstrate their love of books and encourage reading. None of us are too old to enjoy the experience of listening to another individual. Offer your interpretation of a new or well-loved story.

To support this effort, we have instituted the Public School Five Reading Incentive project, **READ! READ! READ!** Please see that your child reads as many books as possible and writes a short report about the book. In this way, we can promote reading and your child can possibly be the child whose picture is placed in the star in our front lobby for reading the most books in one month in his/her class.

## **HOME/SCHOOL COMPACT**

The school, Children's Aid Society, and families of Public School Five recognize that while all parties agree that the expectations listed here are necessary in order to strengthen the communication and commitment between the home and the school, rare occasions may arise where one or all parties will have difficulty fulfilling all or part of this compact. It is also recognized that the school's purpose is to support the community and its families in whatever manner is necessary and reasonable in its ability to do so, and likewise, it is the family's responsibility to support the child and the school community.

## **THE HOME**

- PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will volunteer at least six hours a year to the school in the form of parent workshops, PTA meetings, and or volunteering to assist in the lunchroom or library, with entry or dismissal, or working in the classroom with specific students.
- PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will send their children to school appropriately dressed, prepared to learn, and on time.
- PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will read to their children at least 15 minutes a night, or see that their child reads to him/herself 20 minutes each night.
- PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will attend both parent/teacher conferences during the school year to discuss the academic progress of their children.
- PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will assist their children with their homework assignments on a regular basis to ensure completion and accuracy. If language is an issue, the parent will see that all homework is done and will have the student explain what was done to them. Every homework assignment will be signed.
- PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will see that when a child is absent that the child obtains his work and returns to school with a signed note from the doctor indicating the number of days the child had to miss school. Attendance at school will be a primary responsibility of the parent/guardian.
- PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will see that all notices and homework sent home are signed and returned to school promptly in order to ensure appropriate communication between the school and the home.

\_\_\_\_\_ Parent

**PUBLIC SCHOOL FIVE  
THE ELLEN LURIE SCHOOL  
A CHILDREN'S AID SOCIETY SCHOOL**

The staff and parents/guardians at P.S. Five have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program for the students of P.S. Five, and to show how the school and family and Children's Aid Society are working together to educate the children at P.S. Five, the staff, parents, and Children's Aid Society agree to implement the following programs and activities:

**PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY**

- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will provide an **academic program** that is rigorous and challenging in two languages.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY staff will be **positive role models** for students
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will provide **extended-day enrichment and recreational** programs for students.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will **communicate with families** on an on-going basis regarding student's academic progress and special events.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will **involve parents/guardians on committees** that make school policy.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will **provide workshops and meetings** for parents in order to enable them to better help their children at home and to apprise them of special events and new curricula at school.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will provide a **Headstart** program for youngsters age 3-5 in order to better prepare them for their school career.

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Principal

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Teacher

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**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.
  2. Schoolwide 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:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - Help provide an enriched and accelerated curriculum.
      - Meet the educational needs of historically underserved populations.
      - 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.
      - Are consistent with and are designed to implement State and local improvement, if any.
- At P.S. 5 we allocate funds to support students after the normal school hours. All Grade 3-5 students are invited to participate in both our Super Saturday ELA and Mathematics programs. Each program consists of five, three hour sessions and is designed to review academic strategies and test-taking techniques in preparation of state standardized tests.
- Due to our status, *In Good Standing*, our students are no longer entitled participate to Supplemental Education Services (SES) programs.
- At P.S. 5 we are committed to providing an enriched and accelerated curriculum by providing faculty with extensive professional development in the seven strategies to effective comprehension (proficient reader research). Our literacy instruction team has participated in a year-long study of effective comprehension routines, such as Questioning the Author (QTA) and Reciprocal Teaching.
- In order to meet the educational needs of our ELL population, all ELL students in grades K-5 are given the opportunity to attend our ELL After School Program, where ESL licensed teachers provide additional reading and writing instruction. Teachers extend work with faculty-developed and research-based reading units of study and implement the Time for Kids Writing Program. Students given opportunities to practice the four literacy modalities: reading, writing, listening, and speaking.

■ At P.S. 5 we constantly monitor the progress of our students through regular meetings between teachers, coaches, and administration, as well as through our Pupil Personnel Team and Data Inquiry Team. The Data Team looks at various assessments to inform decisions about instruction and implementation of strategies. Academic interventions for targeted struggling students are monitored for their effectiveness and successful instructional strategies are utilized with the larger school population in order to meet the needs of all learners.

### 3. Instruction by highly qualified staff.

Teachers working at PS 5 are all licensed and many are working toward attaining their requirements as a highly-qualified teacher. Many of the teachers have multiple teaching City and State licenses.

### 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.

We are partnered with Integrated Curriculum Instruction (ICI) learning support organization that provides regular and on-going professional development for Literacy, ESL, Math, Special Education, Social Studies, Science, and the Arts. We are also a Reading First School and receive extensive professional development as well as off-site professional development and coach building support. The school is supported by two P/T Reading First Literacy Coaches, one P/T Math Coaches who also provides AIS services to students, a P/T ELL Coach who also supports the ESL program, and a data specialist, all of whom provide regular classroom and professional development support, differentiated to the needs of individual teachers.

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

The school is currently not in need of additional members. Unfortunately we have had to excess highly-qualified teachers due to budget constraints. PS 5 staff is passionate with the work they do and many have returned to school to acquire other State certification that enables them to meet and service the children and remain working at PS5.

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

Parents are offered monthly workshops on variety of topics, such as curriculum and social services. Our PTA is the most highly attended in all of CSD 6. Parents are also invited to classrooms to celebrate student success and our Parent Coordinator is always available to address the needs and concerns of families and to connect them with appropriate services.

### 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.

Head-start families are given an orientation to P.S. 5 during the spring prior to kindergarten enrollment. Students and parents visit current kindergarten classrooms, as well, to orient themselves to the culture, climate, and expectations of the PS5 school community.

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.

School staff work collaboratively by grade with Coaches and administrators to ensure appropriate assessments are used to evaluate student progress. Teachers keep Data Binders in their classrooms with a variety of assessment used in order to drive instruction and meet the needs of the students

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.

All students in grades 3-5 are offered the opportunity to remain for the 50 minutes of additional instruction that focuses on Literacy and Mathematics remediation, enrichment and practice. Students are opted out of this support at parent request. Supplemental materials are purchased to enrich classroom libraries with content area fiction and non fiction books. After school programs are used to enrich skills of all students taking the NYSESLAT, NYS ELA, NYS Math and Science Test.

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.

PS 5 is fortunate to have an Early Head Start as well as a Head Start program housed in the building. They follow all Federal mandates and have been monitored to ensure they meet Federal compliance.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name            | Fund Source<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>“Conceptually” <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY’11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of<br>each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |   |
|-------------------------|--|---|----|-----|--|---|---|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s)   |
| Title I, Part A (Basic) | Federal  | ✓   |    |     | 656,618  | ✓   | 15, 17, 19, 21, 24-26   |
| Title I, Part A (ARRA)  | Federal  | ✓   |    |     | 132,013  | ✓   | 15, 17, 19, 21, 24-26   |
| Title II, Part A        | Federal  | ✓   |    |     | 142,569  | ✓   | 15, 17, 19, 21, 24-26   |
| Title III, Part A       | Federal  | ✓   |    |     | 63,440   | ✓   | 15, 17, 19, 21, 24-26   |
| Title IV                | Federal  | ✓   |    |     | 0  |   |   |
| IDEA                    | Federal  |   |    | ✓   | 0  |   | All special needs children<br>participate in all offerings<br>made to GE students |
| Tax Levy-School Support | Local  | ✓   |    |     | 348,001  | ✓   | 15, 17, 19, 21, 24-26   |

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## 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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** In Good Standing      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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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.

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

## **APPENDIX 7: 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>

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### **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.)

We currently have eight families in temporary Housing.

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

The Guidance Department is immediately involved enabling the children if needed to meet with either guidance counselor or social worker. Transportation for children is provided via metro card if traveling from afar. Parent Coordinator communicates with families, guidance and administrators for support. If necessary, families, Children's Aid Society and PS5 work closely to assist families in all aspects: health, medical, housing, clothing and with support from "NY Neediest Families."

### **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.
3. 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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                      |             |        |               |  |              |
|---------------------|----------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | P.S. 005 Ellen Lurie |             |        |               |  |              |
| <b>District:</b>    | 6                    | <b>DBN:</b> | 06M005 | <b>School</b> |  | 310600010005 |

**DEMOGRAPHICS**

|                |       |   |   |   |    |  |          |   |  |
|----------------|-------|---|---|---|----|--|----------|---|--|
| Grades Served: | Pre-K |   | 3 | v | 7  |  | 11       |   |  |
|                | K     | v | 4 | v | 8  |  | 12       |   |  |
|                | 1     | v | 5 | v | 9  |  | Ungraded | v |  |
|                | 2     | v | 6 |   | 10 |  |          |   |  |

| <b>Enrollment</b>  |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|--------------------|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
| Pre-K              | 0       | 0       | 0       |  | 93.8    | 94.6    | 94.1    |
| Kindergarten       | 124     | 118     | 113     |  |         |         |         |
| Grade 1            | 126     | 146     | 121     | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2            | 154     | 132     | 129     | (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
| Grade 3            | 119     | 157     | 149     |  | 92.4    | 92.9    | 91.4    |
| Grade 4            | 121     | 117     | 162     |  |         |         |         |
| Grade 5            | 154     | 115     | 104     | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6            | 0       | 0       | 0       | (As of October 31)                                   | 2008-09 | 2009-10 | 2010-11 |
| Grade 7            | 0       | 0       | 0       |  | 86.7    | 95.4    | 94.9    |
| Grade 8            | 0       | 0       | 0       |  |         |         |         |
| Grade 9            | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10           | 0       | 0       | 0       | (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
| Grade 11           | 0       | 0       | 0       |  | 1       | 69      | 63      |
| Grade 12           | 0       | 0       | 0       |  |         |         |         |
| Ungraded           | 4       | 4       | 3       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total              | 802     | 789     | 781     | (As of October 31)                                   | 2007-08 | 2008-09 | 2009-10 |
|                    |         |         |         |  | 14      | 25      | 33      |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31)                             | 2008-09 | 2009-10 | 2010-11 | (As of June 30)                                     | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 39      | 39      | 43      | Principal Suspensions                               | 38      | 26      | 8       |
| # in Collaborative Team Teaching (CTT) Classes | 37      | 36      | 25      | Superintendent Suspensions                          | 14      | 8       | 3       |
| Number all others                              | 48      | 42      | 47      |   |         |         |         |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|---|---------|---------|---------|
| (As of October 31)  | 2008-09 | 2009-10 | 2010-11 | (As of October 31)                                  | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 183     | 190     | TBD     | CTE Program Participants                            | 0       | 0       | 0       |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Early College HS Program Participants               | 0       | 0       | 0       |

| <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|--|---------|---------|---------|
| (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
| # receiving ESL services only                          | 229     | 212     | TBD     |
| # ELLs with IEPs                                       | 6       | 73      | TBD     |
| Number of Teachers                                     | 76      | 70      | 64      |
| Number of Administrators and Other Professionals       | 22      | 22      | 9       |
| Number of Educational Paraprofessionals                | 4       | 3       | 10      |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 0       | 0       | % fully licensed & permanently assigned to this school | 100.0   | 100.0   | 100.0   |
|   |         |         |         | % more than 2 years teaching in this school            | 68.4    | 78.6    | 93.8    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 63.2    | 72.9    | 89.1    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 89.0    | 96.0    | 96.9    |
| American Indian or Alaska Native                  | 0.0     | 0.1     | 0.3     | % core classes taught by "highly qualified" teachers   | 93.1    | 97.4    | 97.6    |
| Black or African American                         | 6.2     | 7.4     | 6.3     |  |         |         |         |
| Hispanic or Latino                                | 92.8    | 91.0    | 92.4    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 0.2     | 0.5     | 0.4     |  |         |         |         |
| White   | 0.6     | 0.6     | 0.6     |  |         |         |         |
| <b>Male</b>                                       | 51.1    | 49.8    | 49.3    |  |         |         |         |
| <b>Female</b>                                     | 48.9    | 50.2    | 50.7    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  |           |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|                  |           |  |  | v       | v       | v       | v       |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

|  | Phase                         |  | Category |       |         |               |
|--|-------------------------------|--|----------|-------|---------|---------------|
|  | In Good                       |  | v        | Basic | Focused | Comprehensive |
|  | Improvement Year 1            |  |          |       |         |               |
|  | Improvement Year 2            |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Restructuring Year 1          |  |          |       |         |               |
|  | Restructuring Year 2          |  |          |       |         |               |
|  | Restructuring Advanced        |  |          |       |         |               |

#### Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> |   | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA:                           | v | ELA:                   |
| Math:                          | v | Math:                  |
| Science:                       | v | Graduation Rate:       |

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups      | <u>Elementary/Middle Level</u> |      |         | <u>Secondary Level</u> |      |             | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
|                     | ELA                            | Math | Science | ELA                    | Math | Grad Rate** |                 |
| <b>All Students</b> | v                              | v    | v       |                        |      |             |                 |
| <b>Ethnicity</b>    |                                |      |         |                        |      |             |                 |

|   |          |          |          |  |  |  |  |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native                |          |          |          |  |  |  |  |
| Black or African American                       | -        | -        | -        |  |  |  |  |
| Hispanic or Latino                              | v        | v        |          |  |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | -        | -        | -        |  |  |  |  |
| White   | -        | -        |          |  |  |  |  |
| Multiracial                                     |          |          |          |  |  |  |  |
| Students with Disabilities                      | v        | v        | -        |  |  |  |  |
| Limited English Proficient                      | v        | v        |          |  |  |  |  |
| Economically Disadvantaged                      | v        | v        |          |  |  |  |  |
| <b>Student groups making</b>                    | <b>5</b> | <b>5</b> | <b>1</b> |  |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |  |  |    |
|--|------|--|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |  |  |    |
| <b>Overall Letter Grade:</b>             | B    | <b>Overall Evaluation:</b>                                 |  |  |  |  | NR |
| <b>Overall Score:</b>                    | 54.5 | <b>Quality Statement Scores:</b>                           |  |  |  |  |    |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |  |  |    |
| School Environment:                      | 8.6  | Quality Statement 2: Plan and Set Goals                    |  |  |  |  |    |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |  |  |    |
| School Performance:                      | 7.1  | Quality Statement 4: Align Capacity Building to Goals      |  |  |  |  |    |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |  |  |    |
| Student Progress:                        | 35.8 |  |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |      |  |  |  |  |  |    |
| Additional Credit:                       | 3    |  |  |  |  |  |    |

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
| <b>KEY: AYP STATUS</b>                               |  | <b>KEY: QUALITY REVIEW SCORE</b>              |  |  |  |  |  |
| v = Made AYP   |  | U = Underdeveloped                            |  |  |  |  |  |
| vSH = Made AYP Using Safe Harbor Target              |  | UPF = Underdeveloped with Proficient Features |  |  |  |  |  |
| X = Did Not Make AYP                                 |  | P = Proficient                                |  |  |  |  |  |
| – = Insufficient Number of Students to Determine AYP |  | WD = Well Developed                           |  |  |  |  |  |
|  |  | NR = Not Reviewed                             |  |  |  |  |  |

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |                    |  |                                |
|--|--------------------|--|--------------------------------|
| Network Cluster <b>CFN 209</b>                                 | District <b>06</b> | School Number <b>005</b>                   | School Name <b>Ellen Lurie</b> |
| Principal <b>Wanda Soto</b>                                    |                    | Assistant Principal <b>Ana Luisa Ariza</b> |                                |
| Coach <b>M. Fullerton</b>                                      |                    | Coach <b>C. Callwood</b>                   |                                |
| Teacher/Subject Area <b>C. Coker, 4/5 Bilingual</b>            |                    | Guidance Counselor <b>J. Caceres</b>       |                                |
| Teacher/Subject Area <b>F. Camejo ESL</b>                      |                    | Parent <b>J. Lazada</b>                    |                                |
| Teacher/Subject Area <b>R. Hoke, 4<sup>th</sup> Mainstream</b> |                    | Parent Coordinator <b>M. Garcia</b>        |                                |
| Related Service Provider <b>type here</b>                      |                    | Other <b>C. Anest / A. Perez Espinar</b>   |                                |
| Network Leader <b>M. Wilks</b>                                 |                    | Other <b>G. Bratman</b>                    |                                |

### B. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers                          | <b>9</b> | Number of Certified Bilingual Teachers                   | <b>8</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>2</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>3</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

### C. School Demographics

|                                    |            |                      |            |   |               |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | <b>787</b> | Total Number of ELLs | <b>374</b> | ELLs as Share of Total Student Population (%) | <b>47.52%</b> |
|------------------------------------|------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### 1A. Language Allocation Policy Team Composition

The Language Allocation Policy (LAP) Team is a diversified team, whose members work in their various areas of expertise to compile and analyze data needed in order to plan and implement quality programs for our English Language Learners (ELLs) that comply with all New York State requirements. The team members include the following school based personnel: Principal, Assistant Principals, AIS/Literacy Coach, Transitional/Bilingual (TB) Teacher, English as a Second Language (ESL) Teacher, AIS/ Math Coach, Mainstream Teacher, Guidance Counselor, Parent, Parent Coordinator, and School Assessment Facilitator & Data Specialist. Our Network Leader ensures support to develop and implement a comprehensive LAP plan. LAP team members also sign and certify that the information provided in this document is accurate.

#### 1B. Teacher Qualifications

The ELL population is supported by a pedagogical staff of 7 Bilingual Common Branch Teachers, 7 English as a Second Language (ESL) teachers, 2 Bilingual Special Education Teachers, 2 Bilingual Science Cluster Teachers, 1 Bilingual Physical Education Teacher, and 1 Bilingual Speech Teacher, 1 ESL Data Specialist, 1 ESL AIS/Literacy Coach. All teachers are highly qualified and certified.

#### 1C. School Demographics

P.S. 5, The Ellen Lurie School, is a Children's Aid Society Community School located in the Inwood Section of Upper Manhattan. Our total student population is 787 students; 374 or 48% of these students are identified as English Language Learners (ELL's). Changes in immigration and socio-economic patterns have shown a steady decrease in our enrollment over the past few years. The student body includes 92% Hispanic students and 6.65% African American students, 1% Arabic, and 0.35% Albanian Background.

#### Part II: ELL Identification Process

We are responsible to identify our ELL population in order to provide each student with the appropriate academic setting, services, and support needed to ensure academic success. The following procedures are in place to identify our ELLs and former ELLs. Procedures are described below for new admits and enrolled students.

All parents of students that are newly admitted to a New York City public school are required to fill out the Home Language Survey (HLS). During the registration process at P.S. 5, pedagogue (ESL Teachers), interviews each parent/guardian and assists with completing the Home Language Survey. These pedagogues are bilingual and able to communicate with our Spanish speaking parents. When a parent is not from a Spanish speaking country, we make every effort to provide an interpreter. The ESL teacher then reviews each Home Language Survey to determine if the student uses a language other than English. (One or more answers in part 1 of HLS (questions 1-4) indicates that the students uses a language other than English and two or more answers in part 2 of HLS (questions 5-8) indicates that the student uses a language other than English.. The ELL teacher then completes the home language identification box. The pupil personnel secretary then indicates the home language on ATS. The Language Assessment Battery Revised (LAB-R) is administered to all newly admit whose home language indicates that they speak a language other than English. The LAB-R is administered by a licensed teacher. Results of LAB-R are analyzed and students that do not meet proficiency levels in English are identified as ELLs in need of Bilingual and/or English as a Second Language services.

Parent Choice: All parents of students identified as ELLs, using the HILS and LAB-R, receive a letter inviting them to a parent orientation. Several meetings are held at different times for parents' convenience. This school year, meetings were held on September 16th at 8:30 am, September 23rd at 2:30 pm and September 24th at 8:30 am. During our meetings parents view the New York Department of Education orientation video and receive information on the different programs available such as, Transitional Bilingual, Dual Language and Free Standing ESL. Parents complete the Parent Selection form indicating their program choice. The parent orientation and materials are provided in the parents' native language. The child is then placed in the program the parent has selected depending on availability and LAB-R results. Parents that register through out the school year meet with the ELL Teacher who assists with the HLS form

and explains the different programs. The parent is also offered the option to see the video and visit classrooms. This procedure is completed for all new admits within 10 days of admission date. Therefore, when conducting the Parent Orientation for incoming students we will also schedule parents for a guided tour where they will visit the classes and be able to make an informed decision. The guided tours are conducted by the Assistant Principal, Parent Coordinator, Guidance Counselor and/or ESL Teacher. Our goal is to assist parents in making the best instructional decision for their child.

We are well aware that research indicates that students who are proficient in their native language will be able to transfer those skills to the second language at a faster rate. Students acquire literacy most effectively in the language most familiar to them (Brisk 2000; Faltis and Wolfe 1999). Skills used in native language acquisition (i.e. making sense of print, developing vocabulary) are skills that a child can use for faster and more successful acquisition of English Literacy, a concept known as linguistic interdependence (Cummins 1979). Because of what research has taught us we know that a child who learns to read in his native language will become a better reader in the second language. Therefore, we at PS5 support our students in the continuous development of their NL by providing them with materials, opportunities for accountable talk and the same curriculum as the monolingual students.

Records of students that are newly admitted but have previously attended a New York City public school are reviewed carefully and the parent is interviewed by the Grade Assistant Principal and/or ESL teacher. The student's test history, home language, parent choice form are used to determine if the student has previously been identified as an ELL. We recognize the benefits of program continuity therefore, we try to provide the student with the same program he or she had in his or her former school. During the interview, we discuss student's ELL status and specific needs. Parents are also shown the ELL programs in our school. If we cannot provide the program parents have selected, we assist parent in finding a school that can offer the desired program within the district.

Prior to the beginning of the new school year, instructional team members (Principal, AP's, Coaches, and teachers) review student articulation cards and NYSESLAT results to determine our current ELLs and former ELLs in order to place in appropriate classes/programs and provide mandated and/or intervention services as needed. Students who have not met proficiency remain in the same program. A continuation of services letter is sent home to ELL parents. In September, all classroom teachers have Parent Orientation meetings. During these meeting teachers explain ELL program and services that students will receive for the current school year. Parents are also given NYSESLAT test results at Parent Teacher Conference. Our ELL Teacher, Assistant Principal, Testing Coordinator, and/or Technology Teacher and Parent Coordinator provide parent workshops in order to explain NYSESLAT results and show parents how to access their children's test results on ARIS. As part of these trainings, ELL parents go to our computer lab and receive assistance in order to access their children's test results and other important student information on ARIS.

All ELL students in grades K-5 are administered the New York State English as a Second Language (NYSESLAT) in the spring of each school year. ELL students are identified using HILS, LAB-R and NYSESLAT. These students are coded on ATS reports such as LAB-R, NYSESLAT Exam History, Indicator Checklist, and BESIS are examined. ESL Teacher, Data Specialist, and Assistant Principal review reports to ensure that all ELL students are administered the Spring NYSESLAT. The Data Specialist also reviews IEP's and 504's to ensure that appropriate testing modifications are implemented for students with special needs.

#### Trends/Alignment with Parent Requests

After reviewing the Parent Survey and Program Selection forms for incoming kindergarten students this year, it shows that 35 parents chose the Free Standing ESL program while 25 parents chose a Transitional Bilingual Program. This has been the pattern for the last five years. We have observed that more of our kindergarten students have the opportunity to go to Universal Pre-K, Head Start, and other pre-school programs where they have the opportunity to develop English Language skills. We note that many of these parents, even though their children have not achieved English proficiency, prefer the ESL program. New admits to the NYC Public Schools that are coming from countries where Spanish is spoken, select our Bilingual/Transitional Program.

We have also noted a decrease in total register in the past five years. Neighboring schools have noticed the same trends. These changes are attributed to high cost of living in upper Manhattan causing many immigrant families to move elsewhere. However, even with a decrease in register our ELL population is remains still slightly more than half of the total student population.

After the first 10 days of the school year or enrollment (for students registered through out the school year) and the administration of the Lab-R, letters are sent home to parents informing them of the placement of the students. Students are placed in programs according to parental requests. Parents of students who do not meet proficiency on the NYSESLAT are also notified of the students' continued placement in either the Bilingual Transitional or ESL program. The entitlement letters are sent home. A separate file is kept at school. Parent survey and Program Selection forms are given to parents during the registration process. If a signed form is not returned the student is placed in the Transitional Bilingual Program, the default program for Ells. Individual meetings are also scheduled with parents,

to discuss any academic or placement questions or concerns. During these meetings the ESL Teacher and/ or Assistant Principal review test results and placement options.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |   |    |    |    | 6     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| <b>Self-Contained</b>   | 1 | 1 | 2 | 0 | 0 | 1 |   |   |   |   |    |    |    | 5     |
| <b>Push-In</b>  | 1 | 0 | 0 | 2 | 2 | 1 |   |   |   |   |    |    |    | 6     |
| <b>Total</b>  | 3 | 2 | 3 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 17    |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                               |    |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs                    | 374 | Newcomers (ELLs receiving service 0-3 years) | 210 | Special Education             | 34 |
| SIFE                        | 30  | ELLs receiving service 4-6 years             | 73  | 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 |      |                   |                  |      |                   |                                    |      |                   | Total |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                      | ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |
|                      | All               | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| <b>TBE</b>           | 92                | 15   | 10                | 3                | 0    | 7                 | 0                                  | 0    | 0                 | 95    |
| <b>Dual Language</b> | 0                 | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |

|  |     |    |    |    |   |    |   |   |   |     |
|--|-----|----|----|----|---|----|---|---|---|-----|
| <b>ESL</b>   | 105 | 2  | 9  | 48 | 0 | 12 | 0 | 0 | 0 | 153 |
| <b>Total</b>   | 197 | 17 | 19 | 51 | 0 | 19 | 0 | 0 | 0 | 248 |
| Number of ELLs in a TBE program who are in alternate placement: <u>0</u> |     |    |    |    |   |    |   |   |   |     |

**C. Home Language Breakdown and ELL Programs**

| <b>Transitional Bilingual Education</b>               |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| <b>Number of ELLs by Grade in Each Language Group</b> |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
|   | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish   | 27 | 37 | 33 | 23 | 36 | 18 |   |   |   |   |    |    |    | 174   |
| Chinese   |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Russian   |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Bengali   |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Urdu  |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Arabic  |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Haitian   |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| French  |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Korean  |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Punjabi   |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Polish  |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Albanian  |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Yiddish   |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Other   |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>  | 27 | 37 | 33 | 23 | 36 | 18 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 174   |

| <b>Dual Language (ELLs/EPs)</b>                       |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    |
|---|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| <b>K-8</b>  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    |
| <b>Number of ELLs by Grade in Each Language Group</b> |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    |
|   | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|   | ELL | EP | ELL   | EP |
| Spanish   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| French  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Other   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| <b>Dual Language (ELLs/EPs)</b>                       |     |    |     |    |     |    |     |    |       |    |
|---|-----|----|-----|----|-----|----|-----|----|-------|----|
| <b>9-12</b>   |     |    |     |    |     |    |     |    |       |    |
| <b>Number of ELLs by Grade in Each Language Group</b> |     |    |     |    |     |    |     |    |       |    |
|   | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|   | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish   |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese   |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian   |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean  |     |    |     |    |     |    |     |    | 0     | 0  |

| Dual Language (ELLs/EPs)<br>9-12               |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Haitian  |     |    |     |    |     |    |     |    | 0     | 0  |
| French   |     |    |     |    |     |    |     |    | 0     | 0  |
| Other  |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| This Section for Dual Language Programs Only                      |                                    |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):                                 |                                    |
| African-American:   | Asian:                             |
| Hispanic/Latino:  | Other:                             |
| Native American:  | White (Non-Hispanic/Latino):       |

| Freestanding English as a Second Language      |           |           |           |           |           |           |          |          |          |          |          |          |          |            |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Number of ELLs by Grade in Each Language Group |           |           |           |           |           |           |          |          |          |          |          |          |          |            |
|  | K         | 1         | 2         | 3         | 4         | 5         | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL      |
| Spanish  | 22        | 23        | 30        | 59        | 36        | 25        |          |          |          |          |          |          |          | 195        |
| Chinese  |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Russian  |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Bengali  |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Urdu   |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Arabic   | 1         |           | 1         | 1         | 1         |           |          |          |          |          |          |          |          | 4          |
| Haitian  |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| French   |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Korean   |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Punjabi  |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Polish   |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Albanian                                       | 1         |           |           |           |           |           |          |          |          |          |          |          |          | 1          |
| Other  |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| <b>TOTAL</b>                                   | <b>24</b> | <b>23</b> | <b>31</b> | <b>60</b> | <b>37</b> | <b>25</b> | <b>0</b> | <b>200</b> |

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

Paste response to questions PaPart IV: ELL Programming

A. Programming and Schedule Information

P.S. 5 offers a Transitional/Bilingual Education Program and a Freestanding ESL Program using self-contained and push in/pull out models. The students are placed in specific programs according to parental choice, LAB-R, and NYSESLAT results.

Transitional Bilingual Education (TBE): Our Transitional/Bilingual Program is offered from Kindergarten to Grade 5. P.S. 5 has a total of 174 students in the Transitional Bilingual Program. Our 7 Transitional/Bilingual classes by grade are as follows: 1 kindergarten, 1 first grade, 1 class first and second grade bridge, 1 second grade, 1 third grade, 1 fourth grade and 1 class fourth and fifth grade bridge. P.S. 5 has 2 Transitional Bilingual Special Education Self-Contained classes: 1 class composed of K, 1 and 2 students and a fourth/fifth grade class. The students placed in this program are provided with instruction in their native language (Spanish) and English. The percentage of language instruction in the native language and the 2nd language is based on the LAB – R and the NYSESLAT scores. We also consider teacher observations, informal assessments and the number of years the student has been in a Transitional/Bilingual Program. These classes pose a challenge because we must plan instruction in two languages that meets the needs of each of these students according to different grade, academic, and language levels. However, the LAP in our 2 Bilingual Special Education classes is individually determined by the student's Individual Educational Plan (IEP) and NYSESLAT scores.

Each student's data is looked at by the Instructional Team, to determine the appropriate language allocation policy. The TBE teachers in grades K -5 differentiate instruction during the Literacy block in order to provide instruction that addresses a wide range of reading levels and language proficiencies both in English and/or Spanish. Note that the Mathematics language of instruction, either Spanish or English, is maintained through out the year for students in grades 3-5 since they will be administered the New York State Mathematics Test in the language they are most comfortable and proficient in the spring of 2011. Students are grouped for mathematics instruction according to grade level and language. Therefore, students in these classes have different LAP models within the same class in order to meet their particular needs. Social Studies and Science are mostly taught in English with an introduction or a conclusion in the NL depending on the lesson and students' needs. The following LAP models (% Spanish instruction / %English instruction) are more consistent in our other 7 TBE classes: K-113 uses 60/40, 1-219 uses 25/75, 2-210 uses 25/75, 1/2-215 uses 60/40, 3-316 uses 50/50, 4/325 uses 25/75 and 4/5-415 uses 60/40. The LAP in our 2 Bilingual Special Education classes is individually determined by the student's Individual Educational Plan (IEP) and NYSESLAT scores.

Free Standing ESL: There are 200 students in the Free Standing ESL program, 75 students in self-contained classes and 125 serviced using push-in/pull-out ESL model. Students that are placed in this program receive all instruction in English. Even though, all the instruction is in English, every effort is made to provide the student with translations and materials in the native language, to the extent possible, in order to support the students in learning a second language. Students are provided with Native Language materials, books, dictionaries, glossaries, and test translations if needed. In addition, Bilingual staff members and other students may translate when appropriate. Our ESL students speak Spanish as a native language, except for 5 students who speak Arabic and Albanian.

P.S. 5 has a total of 75 Ells in 5 ESL Self-Contained classes as follows: 1 kindergarten, 1 first grade, 2 second grade, and 1 fifth grade. Teachers in self-contained classes are licensed in both ESL and Common Branches. Our 5 ESL Self-Contained classes in grades K, 1, 2 and 5 service mostly students who have scored advanced in the NYSESLAT. All subjects are taught in English using ESL methodologies. The teachers use the same standards, programs, and curriculum used by other classes on the grade. However, teachers adjust the instruction to meet the needs of their second language learners. Teachers scaffold and differentiate to help their second language learners meet grade level expectations. During collaborative planning teachers discuss what strategies and modifications will help their ELL students.

Our 2 ESL teachers use push-in models to support our ELLs in monolingual and special education classrooms. We have two monolingual 12:1:1 Special Education self-contained class, one class is composed of students in grades k, 1 and 2 and a second class with students from grades 3, 4 and 5. Also we have three Integrated Collaborative Team Teaching (ICT) classes in grades 3-5 that use this model. The ESL teachers push in to support Ells in Literacy and other content areas. All students serviced receive the mandated minutes of ESL instruction required under CR Part 154, 360 minutes per week for Beginner and Intermediate Ells and 180 minutes per week for Advanced Ells. At this time the ESL teacher works with the target group of ELL's, using ESL methodologies to scaffold and differentiate to meet the needs of these students. Our ESL teachers assess students on an individual basis, look at formal and informal assessment data used by the classroom teacher and also analyze NYSESLAT scores in the different modalities in order to provide support that meets the needs of their students. In some instances where more intensive support is required for beginner and intermediate students in grades 3-5, ESL teachers use a combination of pull-out and push-in support. This push-out support is limited to no more than 180 minutes of the total 360 mandated minutes. In this way the teacher sees the areas of need a child is manifesting during instruction in the classroom and can focus on providing more intensive support outside the classroom in a small group. ESL teachers communicate on an ongoing basis with the classroom teachers in order to support and follow the curriculum. A period per week is provided for teachers to articulate. In order to service all our ELLs with the required number of minutes our ESL Self-Contained Teachers in grade 2-5 also service a small group of Ells on their grades.

### A3. Content Area Instructional Delivery:

To make content and language accessible and comprehensible for all ELLs, teachers implement instructional scaffolds during lessons. The six types of scaffolding that are included are modeling, bridging, contextualization, schema building, metacognitive development, text manipulation and language. (Walqui's 2003)

We recognize the essential role that academic language plays in the success of our Ells. Teachers are developing academic language throughout the day by having instructional conversations as they focus on both language and comprehension. This approach to conversation was taken from the research of Dr. Lilly Wong Fillmore, ICILSO, April 2008.

In all our ELL classrooms, vocabulary is being introduced and reviewed. Tier 2 or "mortar" words and Tier 3 or "Bricks" (from Building Academic Success by Jeff Zweigs) are being taught in all subject areas. "Mortar" words are used across disciplines and often require explanation such as canopy and environment. Bricks" are words that are specific to a content area such as forest, steamy, and parabola.

We recognize the importance of accountable talk to the development of second language skills. Accountable talk or instructional conversations provide students with the opportunity to use academic language in meaningful ways. These conversations allow students to explore ideas, different perspectives and require them to continuously use their text as reference. Instructional conversations are being implemented through the deconstruction of "juicy" sentences. Teachers become "language watchers" and are mindful of how language works, paying attention to specific cognitive language.

English Language Learners need explicit instruction in expressing themselves orally as well as in writing. It is important for them to recognize the differences between conversational and formal spoken and written English in order to improve their English Language Arts skills. Language prompts are being introduced to support ELL students when expressing orally or in writing. Our ELLs are taught and practice using prompts or language patterns to express language strategies they do not understand, to report in groups or with partners, to report other people's ideas, and to acknowledge other people's spoken or written ideas.

In addition, idiomatic expressions are being introduced through the morning announcements to our entire school community. Idiomatic expressions are a reflection of culture and values that may be different from a student's own (Language Learners in the English Classroom by D. Fisher). This is an area that is difficult for ELLs to understand and requires explicit instruction. The increased exposure facilitates better understanding, recognition, usage, and application. To help students internalize the idiomatic expressions, teachers discuss them and provide students with opportunities to interact with and use the different idiomatic expressions.

P.S. 5 will continue to maintain research based instruction strategy language standard which is closely align to Common Core State Standards (CCSS). The approaches mentioned above will help students unpack the listening/speaking standards thus helping in reading and writing as well. Continued professional development will be provided to teachers of ELLs in the alignment of ESL strategies and the CCSS.

#### A4. Differentiating Instruction for ELL subgroups.

All ELLs at P.S. 5 receive the NYS CR Part 154 mandated number of units required for ESL and Native Language (NL) instruction. Please see program descriptions in part A for how ESL and Native language instruction is delivered in the different programs. Regardless of program, all beginner and intermediate ELLs receive a minimum of 360 minutes per week of ESL instruction and advanced ELLs receive a minimum of 180 minutes per week of ESL instruction. Beginner and intermediate ELLs in TBE programs receive a minimum of 90 minutes per day of Native Language instruction and Advanced ELLs receive a minimum of 45 minutes per day of NL instruction. In order to ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program, an Assistant Principal in charge of the ELL Program meets with ESL and Transitional Bilingual teachers to design their schedules.

#### SIFE Students and ELL's less than 3 years in English Language System

At the beginning of each school year we analyze our ELL population using LAB – R, NYSESLAT results, Home Language Survey, School History and parent interviews. This process allows us to identify any SIFE students. Presently, we have 17 SIFE students; however, we note that these students often register at different intervals through out the school year. A four/five bridge TBE class was opened to accommodate our SIFE students. These students were placed with other beginner students (according to the NYSESLAT or LAB-R) who have been here less than 3 years. These students receive a 60/40 model for instruction. Presently, we have 233 ELLs that have been in an English Language System for less than 3 years: 117 receive TBE and 116 receive freestanding ESL. In our TBE classes in grades K -5, teachers differentiate instruction during the Literacy block in order to provide instruction that addresses a wide range of reading levels and language proficiencies both in English and/or Spanish. Students are also grouped according to academic level and language of instruction in order to address the academic and language needs of these students. In addition, all 3-5 students receive small group instruction during the 50 minutes tutorial. Teachers providing this tutorial are licensed either in Bilingual Common Branch or ESL. Literacy is taught in the native language, however, differentiated instruction is provided according to student needs. Guided reading groups provide instruction using text at the student's instructional level. To further develop their language skills, students are exposed to programs such as [www.starfall.com](http://www.starfall.com) in the computer lab. Also, other programs appropriate for second language learners are used. All students use the same curriculum regardless of placement or setting to ensure equity for all students. Academic intervention teachers also pull out 1st, 2nd, and 4th grd students in ESL Self-contained classes one period per day to provide literacy support to the bottom third. During this time the classroom teacher also works with guided groups providing intervention/enrichment depending on student's level.

#### Long Term ELLs and ELLs with 4-6 years of Service

While we do not have long term ELLs an analysis of our data shows that 70 students in grades 3-5 have been receiving services for 4 to 6 years. These ELLs are being closely monitored since they are at risk and in danger of becoming long term ELLs. Our pupil personnel/academic intervention/ELL teams meet regularly (once a week) to monitor these students. Parents are involved in this process. Tier 1, 2 and 3 interventions are put into place to address the needs of these students. Tier 2 interventions such as Title 1 Academic Intervention Services, a combination of ESL pullout & push-in, AT Risk SETSS, counseling and other referrals to outside agencies, etc. are put into place as needed. Students are continually monitored to evaluate success of intervention and to provide for flexible grouping that is based on present needs of students. When students are not making necessary progress they are referred for further evaluation and Tier 3 interventions. Programs used for interventions must be research-based.

#### ELLs in Special Education

We have created Integrated Collaborative Team Teaching (ICT) classes in grades 3-5 to better meet the needs of these Special Education students, including ELLs, in a least restrictive environment. We believe in creating ICT classes with high performing students in the general education population to provide good models for our Special Education students. Often these Special Education students require multiple services such as Speech and occupational therapy. Therefore, the ESL teacher uses a push-in model so the child is not pulled out for ESL services. The Administration, School-based Support Team, IEP Teacher, Special Education teachers and service providers monitor services our special needs students receive. Teacher observations and assessments are used to determine the need for more or less Special Education support services. In addition, Special Education ELLs that are not New York State Alternate Assessment students stay for the 50

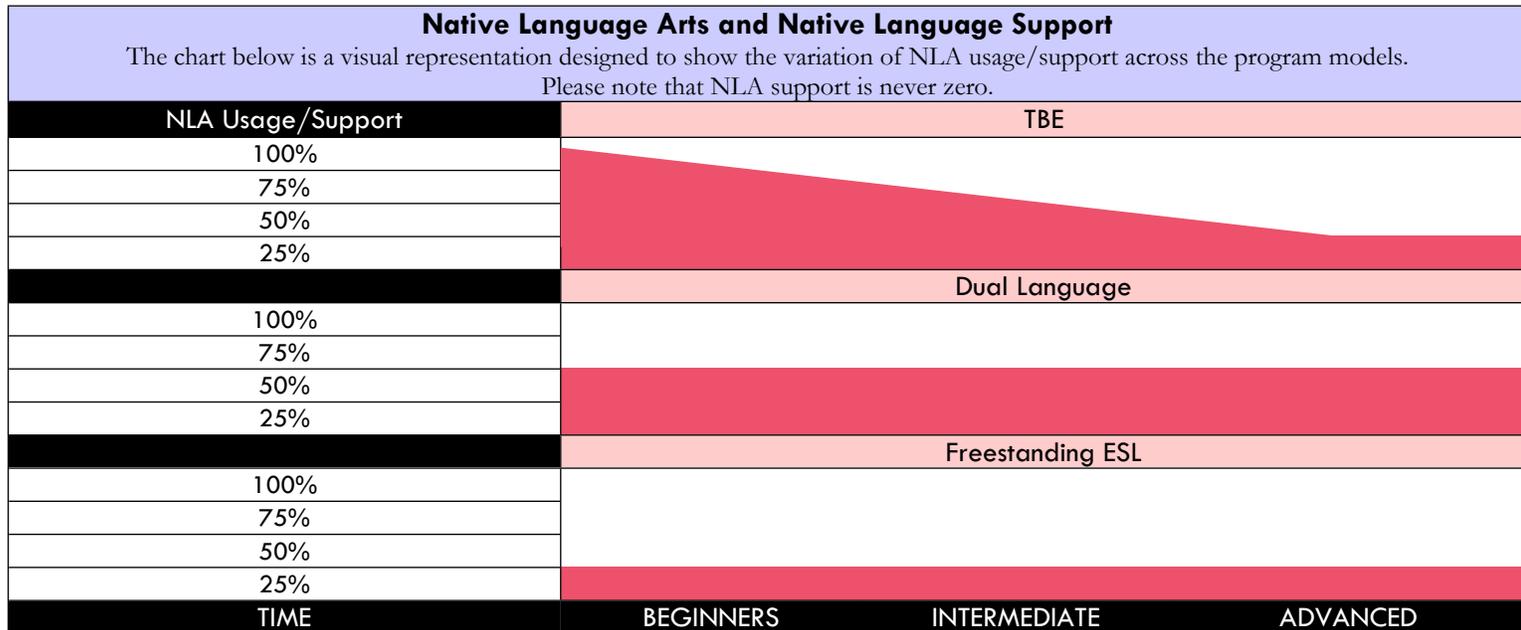
minute tutorial.

**Former ELLs**

We at P.S. 5 recognize a need to continue to support students who have just reached proficiency on the NYESLAT. To receive extra support, students will remain in ESL Self Contained classes as long as space is available. Teachers who target these students are trained on how to support former ELLs in their language needs as well as preparing them to achieve the standards in the ELA and Mathematics. In addition former ELLs in grades 3-5 students attend the 50 minutes tutorial. They are also included in Title III after school and/or Saturday programs. Our data shows that these students eventually out perform our monolingual students.

| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b> |                       |                       |                      |
|---|-----------------------|-----------------------|----------------------|
|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                            | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

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



## **B. Programming and Scheduling Information--Continued**

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

### **Part IV: B Programming and Scheduling**

The following instructional practices are consistent throughout the school in order to support all ELL students in English and/or Native Language Arts: reading, speaking, listening and writing.

**Reading:** During Reader's Workshop students participate in a variety of reading activities that scaffold them from teacher modeling to more independent practice. These activities include read aloud, shared reading, guided reading, and independent reading. Reading skills and comprehension strategies are targeted specifically during the mini lesson and then reinforced during the guided reading and individual reading conferences. Comprehension strategies taught are monitoring for meaning, schema, questioning, determining importance, drawing inferences, creating mental images and synthesizing information. During mini lessons, teachers model these qualities of proficient readers using think aloud. Students build schema by making connections to their lives, other texts and authors. Students are asked to reflect on how the use of these strategies helps them to become better readers. Units of study expose students to a variety of genres. Vocabulary is explicitly taught and practiced during the reading block and throughout the day in all content areas. Students develop fluency by rereading, partner reading, and graphing the words per minute read.

**Speaking:** Oral language development is a focus throughout the day in all subject areas. Students practice accountable talk by listening and sharing their thoughts and opinions through peer-to-peer and student to teacher models. Student talk is related to what they are learning and allows them to practice both social and academic language. Evidence of language development is measured through comprehensible output observed during activities such as turn & talk, storytelling, book talks, role-playing, reader's theater, and puppetry.

**Listening:** Listening skills are developed through daily read alouds, shared readings, class discussions, accountable talk and activities using the listening center. Phonemic Awareness and phonics drills and games are a daily part of the Literacy block.

**Writing:** Writing skills and strategies are targeted during the Writers' Workshop mini lesson and during individual student conferencing.

During mini lessons students are exposed to mentor text providing models of writer's craft and structural elements of writing. During each unit of study students work through the writing process and publish a final piece of writing that aligns with the standards. Students write reflections about themselves as learners in Reading, Writing and Math.

A variety of leveled text in both English and Spanish is available to all our students. All ESL self-contained and Transitional Bilingual classes are provided with Moving Into English, an ESL program. The Trophies series, available to our teachers, provides guided readers specifically targeted to ELL students for language development. A variety of assessments are used to determine Childs' placement in groups. Formal as well informal assessments determine at risk children. The AIS teachers track at risk students through an intensive assessment incorporated into the LLI System. Data Meeting with Grade Supervisors, classroom teachers, AIS teacher, Literacy Coach and the data specialist are held to analyze data and group for instructions.

Susan Radley's Accelerated Learning Writer's Workshop is being implemented to develop writing skills. "Step up to Writing" is being integrated during the writing block to provide students, especially Ells students, with transitional vocabulary to organize thoughts and writing. 5th grade teachers are using the program Writing Matters that integrates 21st Century Technology Tools to teach writing. Foundations instructional program is used in grades K & 1 to target early readers.

In recognizing the importance of native language materials in all classrooms, we have provided more diversified materials in the native languages represented in our school.

#### Math

All classes are using the Everyday Mathematics Program in English and/or Spanish. In addition to providing math instruction, the program provides enrichment, differentiated instructional options for our ELL students, intervention strategies and games to address the needs of our students on a daily basis. Each classroom teacher has a math library to integrate literacy and mathematics instruction. The teachers have interactive word walls that include math vocabulary from books read from their library and from daily instruction. The teachers are also working on increasing the amount of writing our students are producing in math. Students must reflect on the process that used to solve a problem or a strategy used to play any of the Everyday Math games. These writing reflections help the students to deepen their understanding and to internalize the content. It also serves as an informal assessment for the teachers in order to enhance their instruction. In addition, we have a Math AUSSIE Consultant who works with our Bilingual teachers and our teachers who teach ESL Self-Contained classes to provide instructional support. Our consultant is here every other week for a total of 10 sessions.

#### Science

Classroom teachers as well as our three Science Cluster Teachers are providing Science instruction across the grades. The classroom teacher is in charge of teaching the core curriculum while the Science cluster is supporting it by using the scientific method and the inquiry approach. Students are actively engaged with experiments supporting the core curriculum. Every class visits the Science Lab at least twice a week where hands on activities and experiments supporting the core curriculum are being implemented. The Cluster Teachers use the Foss Curriculum to administer instruction. The classroom teacher uses read-alouds to support core instruction with nonfiction materials as an additional support to the Unit of Study. The science cluster teacher working with grades 4 and 5 uses the A+ Technology Solutions, Inc Mobile Science Lab for instruction, thereby integrating technology to science instruction. We are anticipating a Science after school program open to grade 4 students enabling them to practice and reinforce concepts and stimulate their scientific thinking.

#### Social Studies

We have one Social Studies Cluster teacher reinforcing the Social Studies Core instruction which services most ELL classes. Supplementary materials are used to align with the Social Studies standards. Rosen Classroom Books and materials are used to support Units of Study. For example, Exploring Community guide integrates English Language Arts skills with the teaching of Social Studies (cause and effect, sequence chart, graphic organizers, main idea, KWL chart, supporting details, etc.). All grade 2 and 3 teachers have a set of the Social Studies core curriculum. Cluster teacher also has a set reinforcing classroom instruction.

All ELL students in grades 3-5 are invited to participate in the 50 minutes tutorial, Tuesdays and Thursdays focusing on literacy and math through small group instruction. Our Early Grade (K, 1 & 2) Classroom Teachers, Bilingual SETSS and Reading Teachers service some of our ELLs, using Orton-Gillingham programs (Wilson and Foundations) as part of our Response to Intervention. In addition leveled books that incorporate Social Studies and Science are being used for guided reading instruction. Teachers also provide math instruction in native and second language in small groups. Math games are used to develop mathematical concepts. In order to enhance the academic language in math, our teachers are working on increasing their use of math vocabulary and having students explain their work and the steps taken to solve any given problem orally and /or in writing.

An ELL after school program targets ELL students in grades 2-5 in need of support in English Language Arts using Title III funds. The content areas are integrated in this program giving students the opportunity to develop reading and writing skills. The Bookroom Benchmark Educational Program will be used to support their academic progress. Additionally, test preparation for the NYS ELA test and NYSESLAT is embedded.

Third, Fourth and Fifth grade families will have the opportunity to participate during four Saturdays at a Family Science Program provided by IRISDECENT. The program will be held during two Saturdays in November and two Saturdays in December, at P.S. 5. Students and their families will work with engineers from Cooper Union in interactivity science inquiry activities.

In addition the organization Literacy INC. will work with the following classes:

- (1) Ms. Reyes -- Grade 1 – LAP 25/75 -- 19 students
- (2) Ms. Calderon -- Grade K/1/2 -- Special Education -- 50/50 English/Spanish – 9 students
- (3) Ms. Clemente -- Grade 1/2 – LAP 60/40 -- 23 students
- (4) Ms. King -- Grade 3 – Lap 60/40 -- 20 students.

In this program the Middle School students (71 in total) would read to our students the books in English and discuss the books as much as possible in English, but those who are able to revert to Spanish will have a book discussion in Spanish if necessary. The Middle School students will serve as modelers of the English Language.

Addressing the whole child is an important aspect of a child's education therefore; we also provide services when needed by our Bilingual Guidance Counselor and Bilingual Social Workers.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

#### D. Professional Development Professional Development

P.S. 5 is a professional learning community that values life-long learning. We share a collective focus on student achievement, and regularly engage in reflective dialogue, collaborative planning, and welcome transparency in practice. Professional development is provided in numerous formats, including workshops (both on and off campus), collaborative planning grade meetings, learning walks, study groups with coaches and/or outside consultants, book clubs, one-on-one coaching sessions, and classroom inter-visitations. Our TBE and ESL teachers participate in all of these models alongside their monolingual general education and Special Education colleagues and are also afforded opportunities that focus primarily on TBE and ESL strategies and techniques.

### School-Wide Instructional Team

Our Instructional Team, consisting of the Principal, two Assistant Principals, two Literacy Coaches, one Math Coach, one ESL Teacher, and a Bilingual Data Specialist, meets once a week to address professional development needs and opportunities for all pedagogical staff. Each coach is required to plan monthly cycles that facilitate and provide professional development opportunities that are based on school-wide, group and individual needs.

### Teacher Effectiveness / Goal Setting

Our school goals are to improve the quality of teaching through the alignment of practice to the Santa Cruz, California Professional Teaching Standards and to use formative assessment (conferencing & smart goal setting) to drive instruction. Our Assistant Principals and Coaches have trained all teachers in the Six Professional Teaching Standards with an in-depth focus. An outcome of this professional development is that all teachers, including teachers of ELLs, must set professional teaching goals and use formative assessments to help students develop learning goals (both long and short term). Specifically, teachers will conference on a regular basis with all students using The Continuum of Literacy Learning, by Fountas and Pinnell. Our AUSSIE consultant, Ms. Pamela Kinnon, provides support 20 days throughout the school-year, and in collaboration with Literacy Coaches and Assistant Principals, develops teachers' utilization of reading and writing conferences, as well as with aligning our Units of Study to the Common Core State Standards and specific student needs.

### Grade Level Collaborative Planning Teams

All teachers plan collaboratively by grade at least once a week. Self-contained ESL classroom teachers, TBE teachers, teachers of ELLs, and Special Education teachers plan side-by-side with their common branch colleagues. Grade Teams have developed protocols, norms, and roles to run each of their meetings. An agenda is prepared and notes are kept for each meeting. Agenda items vary based on grade-level needs. For example, when meetings focus on the reading units of study (monitoring for meaning, building schema, questioning, determining importance, drawing inferences, visualization, and synthesis), teachers collaborate not only to gain a deeper understanding of the material, but to customize curricula for our unique student needs.

### Vertical and Horizontal Common Core State Standards Teams

Teachers are given time to extend the work of their grade level collaborative planning meetings when participating in a once a week 50-minute extended day professional development period (SBO). This period of time is utilized in two different ways. Three times a month, teachers meet with their grade level colleagues to integrate the new Common Core State Standards into our current Units of Study. Cluster, intervention, ESL, and all other out-of-the classroom teachers, as well as related service providers are assigned to grade level teams based on their student/class case-loads. After analyzing our school's areas for development, based on our Quality Review, Progress Report, NYSESLAT data, and formative assessments, the current focus of these three meetings each month is the incorporation of writing across content areas. Once a month, teachers meet in vertical team groupings, based on their specialty areas, including the following: Bilingual/ESL, Special Education, Writing, Math, Social Studies, Science, and Paraprofessionals. During these meetings, teachers are able to plan for units of study and share developments across grades and programs.

### TBE/ESL Professional Development Cohorts

Four professional development cohorts, in particular, focus primarily on the teaching and learning of ELL students. Our CFN 209 ELL Specialist, Pierre Galvez and the Assistant Principal are working intensively with these four cohorts. Cohorts include a variety of teachers (TBE, ESL & Monolingual) as well as the Literacy coaches. This specialized ELL professional development will focus on the selection and integration of teaching strategies, curriculum and assessment that reflect the theoretical and practical aspects of teaching English to learners of English as a Second Language. Our goal is to learn, use, document and revise best practices in order to help our students learn English rather than acquire English. Participants in these cohorts will create a strategic plan for the implementation of strategies, debrief with school administrator, create an ELL binder for documentation i.e. ELL tracking and keep records and logs.

(1) ELLs and Common Core State Standards: Two Common Branch teachers of ELLs are participating in a professional development series presented by CFN 209, which is concentrating on aligning ELL instruction to the Common Core State Standards. Three sessions will focus on Building the Base for Academic Language Teaching, while three additional sessions will focus on Giving Voice and Building Academic Language for ELLs through Writing. The teachers were selected based on the high number of ELLs in their general education classes, 30 and 17 students repeatedly. The teachers will be responsible for utilizing their new learning in their classroom instruction, as well as turn-keying pertinent information to their colleagues in the horizontal and vertical meetings described above. Additionally, an assistant principal will periodically attend the sessions with the teachers to help move the work school-wide and ensure for transfer into the classrooms.

(2) ELLs and Academic Language / Science Inquiry: One ESL self-contained classroom teacher and one teacher of ELLs are attending a DOE

Office of ELLs professional development institute focused on teaching strategies and methods that incorporate academic language acquisition with science instruction for ELLs in the K-5 classroom. Specifically, this institute provides guided inquiry activities that model integrated strategies in Inquiry Science and reading, writing, listening, speaking and thinking. The follow up workshop will provide more in-depth research and instruction in each of the language skills (reading, writing, listening, speaking, and thinking) as they apply to science instruction as well as working with specific populations of ELL students and available programs.

(3) ELL Study Group: An ELL study group, comprised of TBE and ESL teachers, as well as teachers of ELLs, will continue its work from the last school year by reading Mary Cappellini's book, *Balancing Reading and Language Learning*. Teaching reading to children in a language that is not their own is a daunting task. Combining the best classroom practices and research on teaching reading and language acquisition, Mary Cappellini integrates effective reading instruction with effective language instruction. Through the framework of a balanced reading program, she emphasizes the importance of constantly listening for and assessing children's language and reading strategies during read aloud, shared reading, guided reading, and independent reading, including literature circles. The assistant principal and coaches continue the work of the specialist by supporting the TBE, ESL & Monolingual teachers in the classroom in the implementation of ELL methodology and strategies.

(4) ELL Articulation in Data Analysis: Two ESL teachers will articulate with six mainstream teachers to discuss and monitor students' language progress. These meetings will also serve as an instructional strategy meeting to help students increase their language proficiency. A closer analysis of students' data will be used to guide teachers in determining students' individual needs.

Throughout the school-year, student and teacher needs will be assessed and the Instructional Team will research other opportunities provided by CFN 209, the Office of ELLs, and other off-campus sources to support teachers with their specific ELL needs.

P.S. 5 continuing goal is to provide high quality instruction to all our students so that they may meet the designated standards. We are dedicated to following all regulations and mandates when identifying, supporting ELL students and informing ELL parents regarding all programs, and the options that our school provides. We also are dedicated in providing high quality professional development to all our staff so that they may continue to provide quality education to our ELLs.

## E. Parental Involvement

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

### E. Parental Involvement

We recognize the importance of parental involvement to the academic success of our ELLs. Parents are an integral part of our learning community. Parents serve as leaders on school teams such as School Leadership Team (SLT), Parent/Teacher Association (PTA) and Language Allocation Policy (LAP) team. On these teams parents assist in developing a Comprehensive Educational Plan (CEP) whose goals are focused on the academic and social success of all our students. On these teams parents share their perspectives, help in the decision making process, and help implement plans that affect our school community. Specifically, parents are involved with decisions that are designed to ensure that the academic and social needs of ELL students are addressed.

Professional development workshops are provided, once a month, for all our parents on issues relating to ELL learners such as Core Curriculum, Language Allocation, Academic Interventions, Promotional Criteria, Assessments (NYSESLAT, NYS Tests, Acuity, etc.) In addition, Parent Orientation sessions are held for all parents at the beginning of the school year and on a needs basis as new entrants are registered. Meetings are offered both in the day and evening, giving the opportunity for working parents to become active participants. All meetings are offered in parents' native language (Spanish) and written materials are provided in Spanish, Arabic, & other languages as needed.

### Partnership with Children's Aid Society

As a community school, we partner with Children Aid Society in offering our parents different opportunities to become involved. Parents attend classes to learn English as a Second Language and also participate in arts, crafts, sewing, and jewelry-making workshops. This not only connects parents with their children's school, but for some provides the language and handicrafts training necessary for parents to enter the work-force. Parents also participate in discussions and informational workshops on topics of interest throughout the school year. Each year we host a Multicultural Festival on a Saturday. Parents and students are involved in a variety of workshops that include dance, painting, etiquette and protocol, exercise, cooking, reading to your children and other activities. As part of this fair we enjoy a meal

together, a great multicultural performance and an exhibit displaying students and parents work. Parents are surveyed to assess topics of interest.

#### Parent / Student Book Club

Four TBE teachers conduct a parent / student afterschool book club. This activity is funded with the Title III allocation. The teachers guide the group through reading a picture book or novel in both Spanish and English, depending on grade level. The teachers coach parents on strategies they can use when reading with the children at home. A culminating activity will be a trip to the library for the parents and students to select a book that they will read together in order to translate the book club strategies to the home. They will also set up a performance where parents and children will act out the book and present to all members of the book club.

#### Parents as Arts Partners Program

Our parents are becoming increasingly involved in the arts at PS 5. Last year, through funding from the Center for Arts Education's Parents as Arts Partners Grant, families participated in an eight session two-hour, evening program. Families not only worked together to produce arts projects, but even more importantly worked on family communication – problem solving, conflict-resolution, cooperation, and finally reaching consensus as a family. The sessions were lead by a bilingual teaching artist, with the assistance of four volunteers. Ten families participated in the program, including six of which were ELLs. Furthermore, the program allowed for those ELLs families to develop their English language acquisition in a safe, community-oriented environment. This Fall, the program has more than doubled in size and now includes two cohorts of 12 families each, for a total reach of 24 families – 60 parents and students.

#### Family Science Saturdays

PS 5 is also offering all Grades 3, 4, and 5 families (including our ELLs) the opportunity to participate in the Iridescent Science Program, over the course of four Saturdays this winter with engineers from Cooper Union. Iridescent leverages two untapped resources, engineers and parents, to address the STEM achievement gap. Iridescent provides multi-session courses to families, allowing their engineers to form long-term mentoring relationships with students and their families. Iridescent empowers parents because, rather than having them be bystanders, the program helps them become successful participants, investors and leaders of the Family Science Program.

#### Parent Volunteers

Our school also has an active parent volunteer program in which parents assist in classrooms and with a variety of activities (such as a.m. line up, picture day, book fair, trips, assemblies, dismissal, late passes, etc.) that help our school community.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|   | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 16 | 12 | 9  | 15 | 10 | 11 |   |   |   |   |    |    |    | 73    |
| Intermediate(I)   | 23 | 27 | 30 | 24 | 10 | 6  |   |   |   |   |    |    |    | 120   |
| Advanced (A)  | 14 | 31 | 34 | 26 | 28 | 37 |   |   |   |   |    |    |    | 170   |
| Total   | 53 | 70 | 73 | 65 | 48 | 54 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 363   |

### NYSESLAT Modality Analysis

| Modality Aggregate     | Proficiency Level | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|-------------------|----|----|----|----|----|----|---|---|---|---|----|----|----|
| LISTENING/<br>SPEAKING | B                 | 4  | 4  | 2  | 10 | 8  | 8  |   |   |   |   |    |    |    |
|                        | I                 | 12 | 13 | 8  | 2  | 2  | 1  |   |   |   |   |    |    |    |
|                        | A                 | 24 | 45 | 22 | 28 | 9  | 23 |   |   |   |   |    |    |    |
|                        | P                 | 16 | 24 | 55 | 38 | 48 | 31 |   |   |   |   |    |    |    |
| READING/<br>WRITING    | B                 | 16 | 12 | 9  | 15 | 10 | 12 |   |   |   |   |    |    |    |
|                        | I                 | 21 | 25 | 30 | 23 | 10 | 7  |   |   |   |   |    |    |    |
|                        | A                 | 14 | 20 | 34 | 27 | 28 | 32 |   |   |   |   |    |    |    |
|                        | P                 | 5  | 29 | 14 | 13 | 19 | 12 |   |   |   |   |    |    |    |

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      | 25      | 31      | 8       | 0       | 64    |
| 4                      | 11      | 30      | 16      | 0       | 57    |
| 5                      | 22      | 23      | 7       | 0       | 52    |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 0     |
| NYSAA Bilingual Spe Ed |         |         | 1       | 2       | 3     |

| NYS Math               |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      | 19      | 6  | 19      | 12 | 19      | 1  | 2       | 1  | 79    |
| 4                      | 3       | 0  | 28      | 9  | 19      | 2  | 3       | 1  | 65    |
| 5                      | 4       | 2  | 23      | 8  | 21      | 1  | 2       | 0  | 61    |
| 6                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed | 0       | 0  | 0       | 0  | 1       | 0  | 2       | 0  | 3     |

| NYS Science            |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      | 2       | 6  | 15      | 7  | 27      | 0  | 6       | 0  | 63    |
| 8                      | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |
| NYSAA Bilingual Spe Ed | 0       | 0  | 0       | 0  | 0       | 0  | 1       | 0  | 1     |

| NYS Social Studies |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|
|--------------------|--|--|--|--|--|--|--|--|--|

|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 5                            | 16      | 7  | 6       | 2  | 23      | 1  | 0       | 0  | 55    |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>Spe Ed |         |    |         |    | 2       |    |         |    | 2     |

| New York State Regents Exam     |                            |                 |                             |                 |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                                 | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                                 | English                    | Native Language | English                     | Native Language |
| Comprehensive English           |                            |                 |                             |                 |
| Math                            |                            |                 |                             |                 |
| Math                            |                            |                 |                             |                 |
| Biology                         |                            |                 |                             |                 |
| Chemistry                       |                            |                 |                             |                 |
| Earth Science                   |                            |                 |                             |                 |
| Living Environment              |                            |                 |                             |                 |
| Physics                         |                            |                 |                             |                 |
| Global History and<br>Geography |                            |                 |                             |                 |
| US History and<br>Government    |                            |                 |                             |                 |
| Foreign Language                |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| NYSAA ELA                       |                            |                 |                             |                 |
| NYSAA Mathematics               |                            |                 |                             |                 |
| NYSAA Social Studies            |                            |                 |                             |                 |
| NYSAA Science                   |                            |                 |                             |                 |

| Native Language Tests      |  |                        |                        |                        |  |                        |                        |                        |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 7  | 22                     | 12                     | 5                      |  |                        |                        |                        |
| Chinese Reading Test       |  |                        |                        |                        |  |                        |                        |                        |

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

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

Data AnalysisPart IV: Assessment Analysis \* The attached LAP worksheet provides specific test data.

At P.S. 5 we use Teachers' College Reading Writing Project to assess the early literacy skills of our ELLs' according to these assessments advanced ELL students fair as well as English speaking students. Beginners and intermediate students struggle with sight words and phonics and score up to 3 levels below their peers. Intervention groups have been formed and instructional strategies have been discussed to move students.

#### ELA Data

After analyzing grades 3, 4, and 5 Level 1 ELA Data, we noticed a significant increase of level 1 students. The total percentage of 3rd, 4th and 5th grade students who scored level 1 in 2008-2009 was 8% which has increased to 34% in 2009-2010. There was a slight decrease in 2008-2009 of students who scored level 2. It went from 53% to 49% in 2009-2010. However, there was a significant decrease in students who scored level 3. During 2008-2009, 39% of ELL students scored level 3 while only 18% scored level 3 in 2009-2010.

Furthermore, we noticed that in 4th grade ELA test, students had no significant change on level 1. It went from 14% in 2008-2009 to 19% in 2009-2010. During the 2008-2009 school year 67% of the 4th graders scored level 2, while it decreased to 53% during 2009-2010. In addition, the percentage of 4th grade Level 3 students increased from 19% (08-09) to 28% (09-10).

After examining the data ELLs' have been regrouped according to the different components of the NYSESLAT and ELA. Data will be analyzed frequently and instructional decisions will be made based on results.

#### Math Data

As we scrutinized the State Math Test we noticed a significant increase on the percentage of the number of students who took the Math exam in English. Overall, in grades 3, 4, and 5, 80% of the students were administered the test in English while only 20% chose to take the test in the native language. 8% of our students scored level 1 in 2008-2009 and 17% in 2009-2010. 53% of our students scored level 2 during 2008-2009 while in 2009-2010 it decreased to 48%. There was also a decrease in the percentage of students who scored level 3 from 39% in 2008-2009 to 31% in 2009-2010.

However, there was an increase in the percentage of level 4 students from 0% to 4%. After evaluating the data we concluded that we must continue to help our students develop academic language specifically to the terms that are being used in the Math State Exams. In addition, P.S. 5's inquiry focus is writing across the content areas. Teachers will meet collaboratively throughout the year to examine the CCSS writing standards and plan how to integrate and improve the students' writing skills across all academic areas.

In order to enhance the academic language in math, our teachers are working on increasing their use of math vocabulary during their instructional day. The students will be working on explaining their work and the steps taken to solve any given problem on a daily basis. All grades are involved. We want the students to be able to explain their work, and show that they understand the strategies, methods, and processes used in math. We believe that implementing this process from kindergarten on up, our student's academic language will improve greatly!

NYSESLAT Reading and Writing Data Analysis

We observed an increase of 3% of students who scored at the proficient level as we analyzed the results in the Reading and Writing strands (R/W). Overall, during the 2008-2009 school year 18% of students scored at the proficient level in comparison with 21% in 2009-2010.

We believe that a 1% decrease in the intermediate level and a 2% decrease in the advanced level (on R/W) translated into the 3% increase at the proficient level.

In the K-1 cluster, the data showed an increase of 2% at the advanced level and 5% increase in the area of proficiency as compared to the 08-09 and 09-10 school years. Looking at the data and trends we can clearly see that the students in the K-1 cluster are moving progressively across the Reading and Writing Strands, which are the strands where an extensive understanding of academic language is demanded in order to score at a higher level.

In grades 2-4 the data illustrated an increase from 12% to 20% in R/W at the proficient level.

Even though, in 5th grade there was a decrease of 20% in the number of students who scored proficient in the R/W strands; we still observed an increase of 14 % in R/W at the advance level. The data demonstrates that our 5th grade students are progressing along. In order to help them move to the next level teachers will make content and language accessible and comprehensible through the implementation of the six types of scaffolds. It includes modeling, bridging, contextualization, schema building, metacognitive development, text manipulation and language. (Walqui's 2003)

#### NYSESLAT Listening and Speaking Data Analysis

The listening and speaking (L/S) strands overall showed a 12% increase in the amount of students that have become proficient. This data is consistent with the language acquisition where L/S is developed at a higher rate than R/W.

An interesting observation was made when examining the following results from 09-10 at the advance level.

|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| K-1 | R/W | 23% | K-1 | L/S | 49% |
| 2-4 | R/W | 38% | 2-4 | L/S | 25% |
| 5   | R/W | 51% | 5   | L/S | 37% |

As noted above students in K-1 are scoring according to the natural progression of language acquisition, oral language is being developed and students are able to effectively communicate. In the lower grades the speaking and listening strengths that we are able to observe are due to the strong emphasis on oral language development, through modeling appropriate language usage by the teachers, accountable talk, explicit vocabulary instruction, and cooperative groups. Although the children are able to express themselves orally an analysis of our formative assessments for all grades (running records) as well as learning walk data collection shows that a greater emphasis needs to be placed on comprehension strategies and writing skills for our ELL students. However, the opposite is being observed in grades 2-4 and 5 where the advanced students scored at a higher level in R/W than in L/S. Although, teachers are emphasizing their instruction on developing the strategies of reading and writing and meeting students' individual needs through differentiated instruction, we also recognized the importance of providing opportunities for our upper grade students to effectively communicate orally and use accountable talk.

Overall in grades K-5 we can observe that in 08-09, 30% of our students scored at a "B" level. 30% of our students scored at an "I" level and 39% of our students scored at an "A" level. During 09-10, there was a 10% decrease in "B" level students (currently at 20%). The intermediate students increased by 3% and the advanced students increased by 7%. This shows that our students are moving to a higher proficiency level.

#### Science Data

63 ELL students were administered the 4th grade NYS Science test. 13 Students (21%) chose to take the test in Spanish while 50 of them (79%) took it in English. Ells who took the test in Spanish did not fare as well as students who took the test in English. As we examined the data we observed that 10% of our Ells scored at level 4 while 43% scored at Level 3 on the New York State Science Test. All students who scored Level 3 and Level 4 were administered the test in English. We attribute this to students being able to attend school on a consistent basis allowing them to develop their English language skills and increase their comprehension and understanding of academic language. The

students that took the test in Spanish have had interrupted education and have not been able to develop the academic skills necessary in their native language. We recognized that the 35% of ELLs who scored Level 2 and the 13% of ELLs who scored Level 1 need intensive intervention to increase their comprehension skills in the NL to move to Level 3. As a result this school year 10-11 we placed 2 licensed TBE teachers in the Science Cluster Program to support our ELLs with instruction being offered either in the native language or in English according to Part 154 guidelines and students individual needs. Students in grades 3-5 are participating in the 50 minute extended day program. They are being grouped according to literacy level and language proficiency. The tutorial is being offered in the NL or in English depending on the child's individual need.

Last year we scored a "B" on our school report card. According to our last Quality Review (07-08), "the school pays close attention to even the smallest group of students, recognizing that close monitoring of their achievement enables timely intervention that ensures consistently upward trends. Leaders and staff are fully aware of how small shifts in sub-group trends influence whole school performance outcomes." We recognize the need to continue being well-developed in this area which includes closely monitoring our ELL test data and instruction to ensure academic standards are met. All our Teachers, (TBE, Special Education, General Education, ESL Self-contained, ESL push-in and AIS) are involved in the inquiry process. Teachers are continuously assessing and analyzing the data, regrouping students and modifying their instruction. A data testing coordinator and data team will support these inquiry teams in our school.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

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