



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P.S. 5M THE ELLEN LURIE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 06M005

**PRINCIPAL:** WANDA SOTO      **EMAIL:** WSOTO2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELSA NUNEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Wanda Soto	*Principal or Designee	
Lee Nelson	*UFT Chapter Leader or Designee	
Milka DeJesus	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Madelyn Gonzalez	CBO Representative, C.A.S.	
Keely Blumentritt	Member/ UFT	
Santa Coker	Member/ UFT	
Gloria Espinal	Member/ UFT	
Rosa Clemente	Member/ Parent	
Rosa Lazala	Member/ Parent	
Victoria Sosa	Member/ Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1: Teacher Effectiveness**

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

By June, 2012 100% of the teachers will demonstrate increased proficiency in:

Designing Coherent Instruction; and

Engaging Students in Learning

Resulting in student improved performance as measured by school-based assessment and other standardized test.

### **Comprehensive needs assessment**

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

A survey was created that collected data in the following areas: School Practices, Initiatives or Projects/Practices; What we do well? Areas of Concern; and Suggestions for Improvement. Teacher teams completed the survey by grade. Cluster teachers completed a survey together, as well. The survey was also completed by the School Leadership Team, whose membership includes the principal, teachers, and parents. Our CBO, the Children's Aid Society, also provided feedback.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

1. All staff will receive orientation on research-based materials including the Danielson's Framework for Teaching and Enhancing Professional Practice, 2<sup>nd</sup> edition as tools for teachers to learn how to make their practice more effective.
2. Monthly focus on deepening teachers' understanding of Component 1e and Component 3c through regular informal observations and regular feedback including one-to-one discussions, small group discussions, and large group professional development sessions.
3. Common planning time will enable teachers to work collaboratively giving them opportunities to read research based materials, review exemplary student work products, and design Units of Study focusing on engaging students in cognitively high level activities.
4. A research-based rubric will be used for assessing each teacher's status in relation to the component being studied.
5. Formal and informal classroom visits will take place focusing on different elements of the Danielson components.
6. Critical feedback will be provided to teachers on a regular basis, which will include both oral and written formats.
7. Chancellor's Conference Professional Development Days will also be used to support teachers in their engagement of their professional development.
8. Supervisors will provide classroom teachers with written formal and informal feedback a minimum of 3 to a maximum of 5 times. Supervisory

feedback will make reference of their engagement and effectiveness using Danielson's Framework for Teaching and Learning and focus on four domains with a component in each

**Through these strategies, we hope to accomplish the following:**

1. Improved teacher self-assessment and self-evaluation based on selected components of using a research-based rubric.
2. NYC School Survey results show an increase in the number of teachers that are satisfied with the regular feedback they receive.
3. Teacher feedback addressing planning, delivery of instruction, and next steps.
4. Teacher application of knowledge they received as evidence in their planning and implementation of lessons that are engaging to their students.
5. Calendar of instructional events that include observation and feedback sessions.
6. Completion of self-assessment checklists by teachers and administrators.
7. Written feedback reports of formal and informal observation to teachers.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  1. Families participate in workshops that include curriculum sessions, parenting skills, Common Core Learning Standards, skills and strategies to practice at home, etc. We engage the School Leadership Team members by informing them in terms of how teacher effectiveness will impact on student outcomes and the process in which teachers are engaged in professional development activities supporting instruction and student engagement.
  2. Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our staff is involved in Professional Development sessions provided by school administrators, network instructional support personnel, consultants, union sponsored professional development series, Department of Education department personnel and outside agencies. We also pair with peer schools for professional development sessions.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  1. Collaborative Planning
  2. Per diem substitutes cover classrooms while teachers work by grade
  3. Resources/Books purchased for teachers
  4. Study groups/ book club

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  1. FSF: per diem; per session

2. Title I SWP: Coach funding, AUSSIE Consultants
3. Administration supports staff
4. Network Support Personnel
5. Title II funding for study groups with teachers targeting ELL and Bilingual populations

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

By June 2012, 80% of students in grades K-5 will be able to:

1. Demonstrate growth in effectively solving mathematics problems by using mathematical modeling, creating viable arguments to support their decisions and critique the reasoning of others.
2. Demonstrate growth in effectively forming and supporting opinions based on the reading of complex texts; and responding through selected genres: information writing, personal essays, literary essay, narrative accounts and historical events through first person narratives, poetry and oral and written reports.

**Comprehensive needs assessment**

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

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. 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. In light of this, we reviewed the available resources to support vocabulary development in the native language. 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.

Review of disaggregated data of students by subgroups, revealed that all students had not met AYP for ELA. ELLs and students with disabilities need additional support in order to attain gains that are similar to the general population. 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 by grade, with coach, data coordinator, 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 in both Literacy and Mathematics.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) staff and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
1. Classroom teachers will use current student data to formulate tasks that meet students' current status in reading, writing and mathematics.
  2. Teachers will analyze a variety of literacy and mathematics tasks in order to develop or select appropriate tasks that meet the goal.
  3. AUSSIE Consultant work with teachers in developing Literacy task.
  4. AUSSIE Consultant work with teachers in developing Math task.
  5. Math Coach working with teachers to develop math tasks.
  6. ELL Network Instructional Support personnel working with teachers in designing cognitively demanding tasks enabling ELL students with multiple entry points to address tasks.
  7. Special Education Network support personnel working with Special Education staff in the development tasks with multiple entry points for students with disabilities to address tasks.
  8. Teachers will plan collaboratively during common planning time and 50 minute time by looking at student work in terms of trends by class and grade thereby developing activities to address skills and strategy building activities.
  9. Grade Leaders will attend professional development sessions and share grade colleagues.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  1. Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
  2. PTA meetings where presentations are made for the purpose of information sharing
  3. Teacher presentations to parents.
  4. SLT information sharing
  5. Parent - Student activity sessions

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Teachers participate in collaborative planning with their colleagues thereby sharing content strategies to build both teacher and student skills. This enables teachers to also increase their knowledge base in developing and planning and preparation and sharing expertise with colleagues demonstrating flexibility in developing activities and tasks for all students to acquire their new knowledge.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. Describe the programs in your school that
  1. AIS Teachers supporting students
  2. Foundations Program for Kindergarten as a Tier I intervention program
  3. Wilson Program for students in grades 3 – 5 as a Tier II intervention Program
  4. Language Arts Cluster Program proving additional Literacy support to students.
  5. Mathematics Cluster Program providing additional Mathematics support to students.
  6. Having 2 Science cluster teachers provide additional literature based science instruction and an mathematics skills based strategy learning.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  1. Title I SWP: AUSSIE Consultant, Coach
  2. FSF funds for per diem and per session activities
  3. Administrators support and also provide professional development activities during faculty and grade conferences
  4. Data Coordinator providing support with data and its interpretation, analysis and next steps
  5. Network Support Personnel to provide instructional support for and of content for both teachers and administration

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3:**

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

By June, 2012 attendance rate will improve from 93.8 to 94.5 as measured by the end of year attendance rate. This will improve overall school academic performance by increasing students' attendance rate.

#### **Comprehensive needs assessment**

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

We realized that many of our students have difficulty coming to school whether on time or coming to school on a daily basis. Research has indicated that attendance impacts on student achievement. According to Richard C. Schiming the following is true:

1. Research indicates that attendance is statistically significant in explaining class grade and overall performance of students.
2. Students who miss class frequently significantly increase their odds of a poor grade in a given course.
3. At a minimum, the research supports the idea that faculty should strongly encourage attendance with both moral suasion and quality teaching.
4. Certain course practices can be used to encourage attendance. Testing extensively from material presented in class rather than material from the text can encourage better attendance. The use of in-class quizzes and other exercises will reward attendance.
5. Encouraging a greater commitment to the course by requiring more homework and reading will make students more likely to attend the class.
6. A case can be made that requiring attendance can be a successful means of improving the value added of any course.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) staff and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
1. Acknowledge publicly students with 100% attendance at either morning line-up, PTA meetings, Parent Newsletter, moving up assemblies and/or graduation.
  2. Student acknowledged receive certificate of attendance
  3. Monitor ATS reports: daily and monthly with attendance aide and school counselors in order to identify those children/families having

difficulty in maintaining a high rate of attendance.

4. Post class attendance rates in school lobby on Board.
5. Parent Coordinator to work closely with parents.
6. Monitor at risk students' attendance and offer support to families who may have been displaced due to relocation.
7. Address students that show lateness problems with the guidance department to provide avenues for families to solve attendance problems creatively.
8. Administrators to meet with families of students with absence and lateness patterns.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  1. Parenting classes and referrals are provided to parents/guardians who come in requesting support because they have difficulties in managing their children at home or providing discipline. Both the PS5 DOE Parent Coordinator and the CAS Parent Coordinator work with the school.
  2. Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  1. Use of incentives for children enables teachers to focus on curriculum
  2. Collaboration with guidance department.
  3. Collaboration with attendance aide with families and staff

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  1. Students are encouraged to attend breakfast daily.
  2. Students who have moved and are not within close proximity are provided with metro cards enabling them to attend school daily.
  3. Families who have been placed in temporary housing are also assisted with metro cards.
  4. Families in need of support with housing, health insurance, financial support are referred to NY neediest families and are assisted with our partner, Children's Aid Society

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  1. FSF: OTPS funds to purchase certificates and other items that will assist families in having students come to school daily and promptly.
  2. FSF funds to pay for Attendance Aide to monitor daily attendance and work with guidance counselors and social workers
  3. Title I SWP funds for counselors to work closely with families and children.
  4. Parent Coordinator to work closely with families and PTA.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	48	22	120	N/A			120	
<b>1</b>	123	39	120	N/A			59	
<b>2</b>	74	109	130	N/A			23	
<b>3</b>	83	127	124	N/A	91		21	
<b>4</b>	113	90	131		57		41	
<b>5</b>	134	78	121		19		47	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<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 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. 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. We anticipate using funds to provide ELA practice and test taking skills by offering Saturday sessions for children in grades three to five. Additionally, a Literacy AUSSIE Consultant works with teachers in providing instructional literacy support. Our consultant is here for 30 sessions.</p> <p>This year we have a Language Arts Cluster teacher who will provide English Language Literacy support and enrichment to children in all grades. Grammar, writing mechanics, test prep and literacy skills and strategies will be embedded in literacy instruction supporting the Units of Study.</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 Wednesdays, 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</p>

	<p>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> <p>This year we have a Math Cluster teacher who will provide mathematics support and enrichment to children in all grades. Problem solving, measurement, test prep and number and numeration skills and strategies will be embedded in mathematics instruction supporting the Units of Study in both English and Spanish.</p>
<b>Science</b>	<p>PS 5 has 2 Science Cluster teachers that provide enrichment to the Science curriculum. 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 upper grades 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.</p>
<b>Social Studies</b>	<p>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.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>We have a guidance counselor works with grades 3-5 students Small group, whole class instruction and individual counseling are 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.</p>
<b>At-risk Services provided by the School Psychologist</b>	<b>N/A</b>
<b>At-risk Services provided by the Social Worker</b>	<p>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</p>

	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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **SCHOOL-PARENT COMPACT**

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

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

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

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

### **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 as well as medical, dental and clinical services to promote physical and emotional health.

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

## **SCHOOL COMMUNICATIONS WITH THE HOME**

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

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**

#### **WAYS TO VOLUNTEER IN OUR SCHOOL:**

- 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 other 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.

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**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 2010-2011 will be held on November 15, 2011 the second conference will be held in March 2012. 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.

## **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.

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## ***BE 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

## **READING AT HOME**

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

- Nightly Fosters a love, and passion for reading.
- 30 minutes of reading develop 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 06M005 **School Name:** Ellen Lurie School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

As of December 2011 we have 783 students of which 46.1% of the population has been identified as English Language Learners as compared to 2010-2011 where we had 47.8% of our students identified as ELLs. These students that are registered at PS5 come with limited native language skills or have interrupted formal education. Although our students did not meet AYP they have shown progress. We have been addressing the students Native Language Skills as well as provided additional ESL support to children by having them in either TBE classes with intensive ESL support and Native Language instruction and for those students who have been able to achieve an A or I on the NYSESLAT exam placed them in an ESL self contained class providing them with English language instruction that is scaffolded with ESL methodologies.

SQR will take place December 12 and 13, 2011.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

**Subject:** ELA    **Grade 3-5**    **Sub groups:** ALL, SWD, HISP, LEP, ED

As of December 9, 2011 PS5 has a student population of 783 students with 46.1% of the population identified as ELLs, 13.67% of the students have IEPs, 6.77 Black or African American, 92.34 Hispanic/Latino and 0.39 other. We are providing all Level 1 students with RTI in order to support them with English language and communication skills. Title III funding will be targeting ELL student in participating in an after school program with a focus on English language skills and reading and writing strategies.

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### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

AUSSIE Consultant works with all K-5 teachers in Literacy curriculum aligned with CCLS developing that includes the following:

1. Met in grade teams to review expectations from NYC about performance tasks for math and ELA
2. Identified time line for development and implementation of quality unit and performance tasks

3. Reviewed strategically selected common core learning standards for their respective grades
4. Unwrapped standards to deepen teachers understanding about the destination
5. Looked at student work samples from the CCLS to identify gaps and strengths and considered next steps to support student achievement of the standard
6. Introduced to Webb's Depth of Knowledge (DOK) and Hess' Cognitive Rigor Matrix (CRM) to measure rigor of performance tasks and to support the planning of cognitively demanding learning experiences within the unit
7. Reviewed NYC task bundles and either...
  - (a) Choose a NYC Performance task as is **OR**
  - (b) Modify a NYC Performance Task to align with school context – current curriculum maps/overviews **OR**
  - (c) **OR** use a current Performance Task and modify to meet NYC expectations

If we chose (b) or (c) we can use structure of NYC Performance tasks to help with planning

8. If performance task is left in original state – consider and review the unit of work - look at unit outline, resources, etc – what else is needed to support student to be successful?
  9. Reviewed support documents for ELL's and SWD and considered scaffolds to support their students needs
  10. Introduced to backward design framework to support planning and began interacting with BD elements to plan quality units of work
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
    - Each teacher has set professional goals for him/herself based on their goals from last year (which were formulated using the Professional Teaching Standards), observations, and our areas of focus within Charlotte Danielson's Framework for Teaching (1e-Designing Coherent Instruction and 3c-Engaging Students in Learning).
    - Professional development for teachers was developed based on these goals, the school goals, and Citywide Expectations.
    - Teachers are provided with Units of Study consistent across classes on the grade.
    - Teachers meet to review each Unit of Study, add the CCLS-aligned literacy and math tasks, including Rubrics and checklists, and develop the unit further to address the different entry points for varying Student abilities, as well as for rigor.
    - Teachers are developing an understanding of Hess's Cognitive Rigor Matrix, which applies Webb's Depth of Knowledge to Bloom's Cognitive Process Dimensions, to ensure that their tasks and Instruction are rigorous.
    - Teachers use a Workshop Model in which they differentiate the delivery and/or the content as well as Student independent work. Students will be seen working and discussing in partnerships or small Groups (e.g. guided reading, flexible grouping, accountable talk), as well as individually. Students will meet with teachers for conferences that will focus on what they need to know next to move ahead as a Learner across all content areas (reader, writer, artist, mathematician, or young scientist).
    - Professional development is planned to meet the needs of all teachers. Different cohorts of teachers Engage in varying professional learning opportunities (e.g. writing, ELL instruction, Bilingual education, Math).
  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.
    - PTA meeting
    - School Newsletter
    - SLT Membership meeting
    - Title I SINI Meeting scheduled for January 5, 2012
    - Parent Coordinator
    - All meetings are translated in either Spanish if meeting is conducted in English or translation in English if meeting is conducted in Spanish



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>CFN 209/M. Wilks</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>005</b>
School Name <b>Ellen Lurie</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Wanda Soto</b>	Assistant Principal <b>Ana Luisa Ariza</b>
Coach <b>Calisma Callwood</b>	Coach <b>type here</b>
ESL Teacher <b>Frinet Camejo</b>	Guidance Counselor <b>Joanne Caceres</b>
Teacher/Subject Area <b>Santa Coker</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Michelle Garcia</b>
Related Service Provider <b>A. Hartmann</b>	Other <b>A.P./ Chistopher Anest</b>
Network Leader <b>M. Wilks</b>	Other <b>Data Coordinator/ A. Espinar</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>7</b>	Number of certified bilingual teachers	<b>11</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 education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>780</b>	Total Number of ELLs	<b>360</b>	ELLs as share of total student population (%)	<b>46.15%</b>
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## 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. 

## Part I: School ELL Profile \* as of October 31, 2011

### 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, Transitional/Bilingual (TB) Teacher, English as a Second Language (ESL) Teacher, AIS/ Math Coach, IEP 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, 6 English as a Second Language (ESL) teachers, 2 Bilingual Special Education Teachers, 1 Bilingual Math Cluster Teacher, 1 Bilingual Physical Education Teacher, 1 Bilingual Special Education Teacher Support Services (SETSS) and 1 Bilingual Speech Teacher, 1 Bilingual Data Specialist. All teachers are highly qualified and certified. The ELL and TBE program is supervised by a licensed bilingual administrator.

### 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 780 students; 360 or 46% 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 92.55% Hispanic students, 6.55% African American students, and 0.39% White students. However, the school is committed in ensuring that ELLs receive the mandated minutes and follows the TBE goal and objectives as outlined by the state.

## 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, pedagogues (ESL Teacher) conducts an informal interview for each parent/guardian and assists with completing the Home Language Survey. Bilingual pedagogues are available 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. 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 indicated 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. The Spanish LAB is administered by a licensed teacher to those students whose HLS is Spanish and did not score proficiency in the LAB-R. The results are analyzed to identify the level of instructional support that the students may need in the NL.

After the first 10 days of the school year or enrollment (for students registered throughout 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.

Entitlement and, Non- Entitlement, letters of notification are sent home to parents via back pack and is translated in the home language. The forms are kept in the ELL office and parents are invited to speak to school personnel to explain the program placement based on the parent choice. Parents have the opportunity to meet with school personnel to discuss final placement and that a translator is available.

Records of transfer students are reviewed carefully and the parent is interviewed by the Grade Assistant Principal and/or ESL teacher and/or Parent Coordinator. 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 in the district. **K\* 1\* 2\* 3\* 4\* 5\***

Student growth **Check all that apply** **6\* 7\* 8\* 9\* 10\* 11\* 12\*** ESL classes. The results of the LABR and the NYSESLAT are also examined and/or analyzed to determine the needs of students. The RNMR report in ATS is used to help teachers plan language and literacy instruction. Furthermore, school data is collected four times during the year to help set goals. These data conversations help the school administration to teachers plan accordingly based on the linguistic and academic needs of students.

Parent Choice: All parents of students identified as ELLs, using the HLIS 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 9 at 11:30 am, September 14 at 1:30 pm, September 15 at 8:30 am., October 17 at 1:30 pm, October 18 at 8:30 am and October 20 at 2:20 pm. On-going meetings are also held for those newly admitted students and for those parents who could not make the aforementioned orientation meetings. During our meetings, parents receive an agenda, view the New York Department of Education orientation video in the preferred language 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. Trained ELL pedagogues and translators are available during the orientation to assist parents with the program selection. Parents also take a guided tour of the Self Contained ESL classes and transitional Bilingual classes to help parents make an informed decision. The child is then placed in the program the parent has selected depending on availability and LAB-R results. The school creates an ongoing tally of parents who request dual language since PS 5 only offers Free-Standing ESL and Transitional Bilingual Program. Parents who want Dual Language are referred to neighboring schools. Once the process is complete, placement letters are sent home and copies are kept. The new ELPC ATS screen is updated to capture parent's choice.

Parents that register through-out the school year follow the same process as outlined above. Our goal is to assist parents in making the

best instructional decision for their child.

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 parents' preferred language to remind them of entitled service. Copies are also kept.

**Trends/Alignment with Parent Requests**

After reviewing the Parent Survey and Program Selection forms for incoming kindergarten students this year, it shows that 39 parents chose the Free Standing ESL program while 28 parents chose a Transitional Bilingual Program. There were no parents that selected Dual language. This has been the pattern for the last six 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 still remains slightly more than half of the total student population.

# Part III: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K* 1* 2* 3* 4* 5* 6● 7● 8● 9● 10● 11● 12●
--	--

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

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Self-Contained	1	1	1	1	0	1								5
Push-In	1	1	0	1	1	1								5
<b>Total</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>16</b>						

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	360	Newcomers (ELLs receiving service 0-3 years)	293	Special Education	57
SIFE	19	ELLs receiving service 4-6 years	67	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	
TBE	133	19	12	9	0	6	0	0	0	142
Dual Language										0
ESL	160	0	5	58	0	4	0	0	0	218
<b>Total</b>	<b>293</b>	<b>19</b>	<b>17</b>	<b>67</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>360</b>

Number of ELLs in a TBE program who are in alternate placement: 0

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	29	21	20	21	25								144
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>	<b>28</b>	<b>29</b>	<b>21</b>	<b>20</b>	<b>21</b>	<b>25</b>	<b>0</b>	<b>144</b>						

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	39	32	27	37	42	37								214
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1			1									2
Haitian														0
French														0

## 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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>39</b>	<b>33</b>	<b>27</b>	<b>37</b>	<b>43</b>	<b>37</b>	<b>0</b>	<b>216</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questionPart IV: ELL Programming

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. In most cases classes are formed heterogeneously, where students with higher language proficiency serve as language models for those who perform at a lower proficiency level. During the push-in, the classroom teacher and the ESL teacher conduct small group guided reading instruction and/or content area instruction. The ESL teacher assists the classroom teacher in scaffolding the lesson and front loading the vocabulary. During pull out the ESL teacher reinforces concepts and/or strategies covered in the classroom. In addition, the ESL teacher analyzes the NYSESLAT data by modality in order to continue developing the listening, speaking, reading and writing skills as needed.

Free Standing ESL: There are 216 students in the Free Standing ESL program, 135 students in self-contained classes and 81 serviced using push-in/pull-out ESL model. Students that are placed in this program receive all instruction in English. Even though all the

## A. Programming and Scheduling Information

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 2 students who speak Arabic, one student in 1st and one in 4th.

Transitional Bilingual Education (TBE): Our Transitional/Bilingual Program is offered from Kindergarten to Grade 5. P.S. 5 has a total of 144 students in the Transitional Bilingual Program. Our 5 Transitional/Bilingual classes by grade are as follows: 1 kindergarten, 1 first grade, 1 second/third bridge class, 1 fourth grade and 1 fifth grade class. P.S. 5 also has 2 Transitional Bilingual Special Education Self-Contained classes: 1 class composed of Kindergarten, 1st and 2nd grade students and another composed of 3rd, 4th, and 5th grade students. 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 2012. 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 TBE classes: K-113(26 students) uses 50/50, 1-219 (28 students) uses 60/40, 2/3-210 uses 60/40, 4/312 uses 60/40 and 5-413 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.

P.S. 5 have a total of 135 Ells in 5 ESL Self-Contained classes as follows: 1 kindergarten, 1 first grade, 1 second grade, 1 third, and 1 fifth grade. Teachers in self-contained classes are licensed in both ESL and Common Branches, with the exception of our third grade and fifth grade ESL teachers who hold a state ESL license only. Our 5 ESL Self-Contained classes in grades K, 1, 2, 3 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. Content area lessons are taught using the six types of scaffolding techniques included in Walki's (2003) model: modeling, bridging, contextualization, schema building, text re-presentation and metacognition. During collaborative planning, teachers discuss what strategies and modifications will help their ELL students.

The ESL teacher uses 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 3 and 4 and a second class with students in grade 5. Also we have three Integrated Collaborative Team Teaching (ICT) classes in grades 3-5 that use this model. The ESL teacher pushes in to support Ells in Literacy and other content areas. 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. The ESL teacher 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 her students. In some instances where more intensive support is required for beginner and intermediate students in grades 3-5, ESL teacher uses 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

## A. Programming and Scheduling Information

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. The ESL teacher communicates on an ongoing basis with the classroom teachers in order to support and follow the curriculum. The ESL teacher is given one period per week for articulation.

A3. Content Area Instructional Delivery:

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%			
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. L...			
75%			
50%			
25%			
100%			
Academic Success by Jeff Zweirs) 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.			
75%			
50%			
We recognize the importance of accountable talk to			
25%			
100%			
explore ideas, different perspectives and require them to continuously use their text as reference. Instructional conversations are being implemented through deconstruction of "juicy" sentences. Teachers become "language watchers" and are mindful of how language works, paying attention to specific cognitive language.			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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, teachers provide explicit teaching models that allow students to 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,

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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, teachers provide explicit teaching models that allow students to 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. Teachers have books on tape which are used to help develop listening skills.

**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 Common Core Learning Standards. Students write reflections about themselves as learners in Reading, Writing and Math. Teachers use rubrics to determine level of progress and next steps in writing.

A variety of leveled text (Harcourt Resources, i.e. "Books for all Learners" and Decodable Books) in both English and Spanish are 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 as informal assessments determine at risk children. The AIS teacher track at risk students through an intensive assessment incorporated into the LLI System. Data Meeting with Grade Supervisors, classroom teachers, AIS teacher 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

## B. Programming and Scheduling Information--Continued

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

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**Reading:** During Reader's Workshop, teachers provide explicit teaching models that allow students to 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.

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## A. Programming and Scheduling Information

## 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

NYSESLAT.

## 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.

Paste response to questions 1-3 here 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 assistant principals, 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, one Math Coach, and a Bilingual Data Specialist, and one Lead teacher per grade including a representative for cluster teachers. Teachers were strategically chosen and represent General Ed, ESL, and Special Ed teachers. The team meets four times a month and Lead teachers participate at least twice monthly to ensure instructional continuity for students. In these meetings professional development needs and opportunities for all pedagogical staff are addressed. In addition this serves as a forum for Lead teachers to voice out their opinions, concerns and solutions to grade and school wide matters. Professional development opportunities that are based on school-wide, group and individual needs are provided by CFN network 209, the AUSSIE Math and Literacy consultants as well as school based personnel.

### Teacher Effectiveness / Goal Setting

Our school goals are to improve the quality of teaching through the alignment of practice to the Danielson Framework For Teaching and to use formative assessment (conferencing & smart goal setting) to drive instruction. Over the past five years we have developed teacher practice around the Santa Cruz, California Professional Teaching Standards and decided this school year to align our professional practices with the DOE/Citywide Instructional Initiatives. Our Assistant Principals have trained all teachers in the Four Domains of the Framework with a monthly 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, provides support throughout the school-year, and in collaboration with and Assistant Principals, develops teachers' utilization of reading and writing conferences, as well as with aligning our Units of Study to the Common Core Learning Standards and specific student needs. In addition, we are supporting our teachers in developing one Common Core Task that is rigorous and cognitively challenging in literacy and math. Professional development is also being provided to develop teacher's understanding of Universal Design for Learning (UDL), especially due to our large ELL and SWD populations this will allow teachers to differentiate and adjust instruction according to each child's need. Furthermore, grade Inquiry teams will be supported in closely examining student work to make instructional adjustments and design next steps.

The following grades (including Common Branches, ESL, Bilingual and Special Ed teachers, Assistant Principals, Principal, Math Coach, Data/Inquiry Coordinator) have attended or will attend two professional development sessions of 3 hours each (for a total of 6 hours) conducted by the AUSSIEs in planning one Common Core Task using multiple entry points for ELLs and SWDs:

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Literacy	1st and 2nd grades	11/3/11 and 11/10/11
Literacy	K and 5th grades	12/1/11 and 12/8/11
Math	5th grade	10/13/11 and 10/27/11
Math	Kinder	11/3/11 and 11/10/11
Math	4th grade	11/17/11 and 12/1/11
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Math	1st grade	01/26/12 and 02/2/12

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## 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?

Paste response to questions 1-4 here 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 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.

### Parent / Student Book Club

Four TBE teachers will conduct a parent / student afterschool book club (pending Title III funding allocation). The teachers will 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. Each family will receive the selected text in English and Spanish. As a culminating activity, they will set up a performance where parents and children will act out the book and/or reflect on their experience.

### Parents as Active School Participants

Our school 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, etc.) that help our school community. Our goal is to conduct welcoming activities for families new to the school and community, especially for Kindergarten families as well as new arrivals to the country. These activities include a kindergarten orientation meeting to welcome them to our school community, a hands-on activity between the parent and the child. The families of new arrivals will be introduced to a panel of educators who will provide families with information on school activities and community services.

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

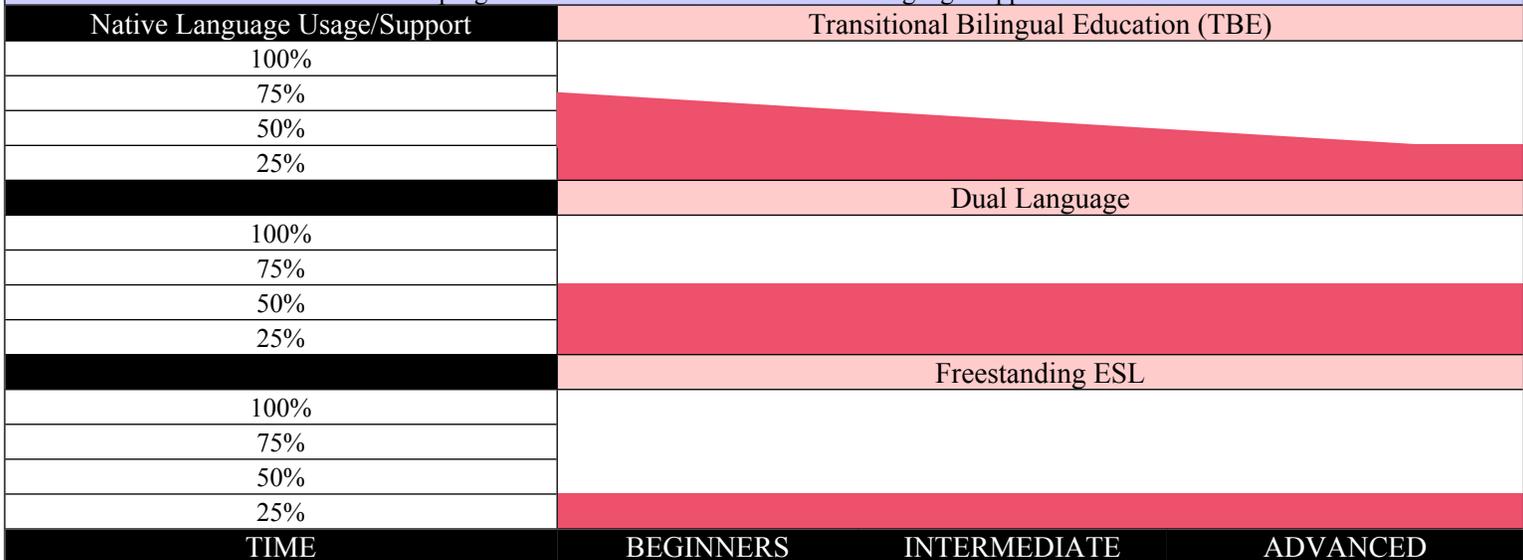
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<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> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

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

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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**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. Teachers have books on tape which are used to help develop listening skills.

**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 Common Core Learning Standards. Students write reflections about themselves as learners in Reading, Writing and Math. Teachers use rubrics to determine level of progress and next steps in writing.

A variety of leveled text (Harcourt Resources, i.e. "Books for all Learners" and Decodable Books) in both English and Spanish are 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 as informal assessments determine at risk children. The AIS teacher track at risk students through an intensive assessment incorporated into the LLI System. Data Meeting with Grade Supervisors, classroom teachers, AIS teacher 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. Teachers also have the option of using the program Writing Matters that integrates 21st Century Technology Tools as a resource

## 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

## 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.

Paste response to questions 1-3 here 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 assistant principals, 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, one Math Coach, and a Bilingual Data Specialist, and one Lead teacher per grade including a representative for cluster teachers. Teachers were strategically chosen and represent General Ed, ESL, and Special Ed teachers. The team meets four times a month and Lead teachers participate at least twice monthly to ensure instructional continuity for students. In these meetings professional development needs and opportunities for all pedagogical staff are addressed. In addition this serves as a forum for Lead teachers to voice out their opinions, concerns and solutions to grade and school wide matters. Professional development opportunities that are based on school-wide, group and individual needs are provided by CFN network 209, the AUSSIE Math and Literacy consultants as well as school based personnel.

### Teacher Effectiveness / Goal Setting

Our school goals are to improve the quality of teaching through the alignment of practice to the Danielson Framework For Teaching and to use formative assessment (conferencing & smart goal setting) to drive instruction. Over the past five years we have developed teacher practice around the Santa Cruz, California Professional Teaching Standards and decided this school year to align our professional practices with the DOE/Citywide Instructional Initiatives. Our Assistant Principals have trained all teachers in the Four Domains of the Framework with a monthly 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, provides support throughout the school-year, and in collaboration with and Assistant Principals, develops teachers' utilization of reading and writing conferences, as well as with aligning our Units of Study to the Common Core Learning Standards and

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The following grades (including Common Branches, ESL, Bilingual and Special Ed teachers, Assistant Principals, Principal, Math Coach, Data/Inquiry Coordinator) have attended or will attend two professional development sessions of 3 hours each (for a total of 6 hours) conducted by the AUSSIEs in planning one Common Core Task using multiple entry points for ELLs and SWDs:

Literacy	3rd and 4th grades	10/24/11 and 10/27/11
Literacy	1st and 2nd grades	11/3/11 and 11/10/11
Literacy	K and 5th grades	12/1/11 and 12/8/11
Math	5th grade	10/13/11 and 10/27/11
Math	Kinder	11/3/11 and 11/10/11
Math	4th grade	11/17/11 and 12/1/11
Math	3rd grade	12/8/11 and 12/15/11
Math	2nd grade	01/5/12 and 01/19/12
Math	1st grade	01/26/12 and 02/2/12

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Math	2nd grade	01/5/12 and 01/19/12
Math	1st grade	01/26/12 and 02/2/12

## 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?

Paste response to questions 1-4 here 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 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.

### Parent / Student Book Club

Four TBE teachers will conduct a parent / student afterschool book club (pending Title III funding allocation). The teachers will 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. Each family will receive the selected text in English and Spanish. As a culminating activity, they will set up a performance where parents and children will act out the book and/or reflect on their experience.

### Parents as Active School Participants

Our school 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, etc.) that help our school community. Our goal is to conduct welcoming activities for families new to the school and community, especially for Kindergarten families as well as new arrivals to the country. These activities include a kindergarten orientation meeting to welcome them to our school community, a hands-on activity between the parent and the child. The families of new arrivals will be introduced to a panel of educators who will provide families with information on school activities and community services.

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# 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)	37	4	2	3	4	1								51
Intermediate(I)														0
Advanced (A)	30	0	0	0	0	0								30
Total	67	4	2	3	4	1	0	0	0	0	0	0	0	81

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	13	10	3	9	13	16							
	I	10	11	6	3	4	3							
	A	25	18	26	24	28	21							
	P	13	18	32	41	29	13							
READING/ WRITING	B	23	19	13	11	18	16							
	I	18	9	31	18	16	7							
	A	11	12	18	36	31	9							
	P	9	17	5	12	9	19							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	25	12	0	63
4	30	28	6	0	64
5	11	20	6	0	37
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	3	3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14	10	20	10	18	1	0	0	73
4	10	7	21	6	12	14	3	3	76

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	9	10	9	14	2	2	1	49
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	3	0	0	0	3

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	13	14	16	6	14	9	3	1	76
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

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

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	17	20	15	24				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here Part 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 (English and Spanish) 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 an increase of level 1 students. The total percentage of 3rd, 4th and 5th grade students who scored level 1 in 2009-2010 was 34% and increased to 40% in 2010-2011. There was a slight decrease in 2010-2011 of students who scored level 2. It went from 49% in 2009-2010 to 44% in 2010-2011. However, there was a decrease in students who scored level 3. During 2009-2010, 18% of ELL students scored level 3 while only 14% scored level 3 in 2010-2011.

Overall out of 164 ELLs in grades 3-5 there were 45 (27.4%) students who had a disability. Out of those 45 ELL-SWDs 98% scored between level 1 and level 2. We have already made efforts to paying very close attention to the strategies and scaffolds used in the classroom to help ELL-SWDs meet the standards. We are working closely with our Special Education Instructional Support Specialist to assist teachers in their understanding Universal Design for Learning. Teachers will be exposed to varied ways to write lessons that provide multiple entry points for both language and content development. Learning Walks/Walkthroughs are being conducted to determine patterns, areas of strength and improvement and next steps to improve the teaching and learning in our special education classes.

After further analyzing the data, there are 119 ELLs in the general population in grades 3-5; 80% of those scored between level 1 and level 2. 19% scored at level 3. Out of those 119 ELLs 42 (35.3%) students scored level 1. There were 17 (40.4%) students who have been in the country for a period of 3 to 5 years and scored level 1. Twenty three students (54.7%) were new arrivals (1 year in USA) and 2 (4%) students have been in the USA for 2 years. As the data indicated, there was a large percentage of students who were residing in the USA between 1-2 years that scored a level 1. Many of those new arrivals come to the school system with limited proficiency in the native language. Therefore, those students were placed in a TBE program with a LAP that corresponds to 60/40 in order to develop and/or strengthen and/or remediate their native language skills. Reading, writing, listening and speaking will be integrated systematically into every ESL lesson. As a school community, we will focus on speaking through instructional conversations that are scaffolded and purposeful. Reading out loud and conducting storytelling and retelling with students who did not meet the standards. Based on our continued research, we know that providing collaborative opportunities to construct knowledge (collaborative learning) allows kids to bounce ideas off each other, voice their own opinions and negotiate solutions thus increasing their social and communication skills. A change in our general instructional structure will reflect more informational reading and writing with our students who are approaching the

## 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.

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## Part VI: LAP Assurances

<b>School Name:</b> _		<b>School DBN:</b> <u>06M005</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wanda Soto	Principal		11/1/11
Ana Luisa Ariza	Assistant Principal		11/1/11
Michelle Garcia	Parent Coordinator		11/1/11
Frinet Camejo	ESL Teacher		11/1/11
Milka de Jesus	Parent		11/1/11
Santa Coker	Teacher/Subject Area		11/1/11
	Teacher/Subject Area		1/1/01
Calisma Callwood	Coach		11/1/11
	Coach		11/1/11
Joanne Caceres	Guidance Counselor		11/1/11
Marlene Wilks	Network Leader		11/1/11
Antonio Espinar	Other <u>Data Specialist</u>		11/1/11
Christopher Anest	Other <u>Assistant Principal</u>		11/1/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 06M005      **School Name:** Ellen Lurie School

**Cluster:** 2      **Network:** 209

**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**

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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. additionally, through the use of translation funding, monies are used to pay an interpreter to translate for parents at the monthly PTA meetings, Parent Teacher Conferences and any translation necessary and allowed for testing purposes.

## 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 in the past 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 the 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 a group or individually. Translations are submitted type written in both English and Spanish.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Ellen Lurie	DBN: 06M005
Cluster Leader: Charles Avudsmar	Network Leader: Marlene Wilks
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school            ✱After school            ●Saturday academy            ✱Other: PD 8:-3:10 pm
Total # of ELLs to be served: 300 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ✱3    ✱4    ✱5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 14 # of certified ESL/Bilingual teachers: 14 # of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Activity #1 - Additional ELL After-School Support

Dates and Frequency: 20 days from January 10, 2012 to March 21, 2012, 2 days a week, Tuesdays & Wednesday 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: ELL's 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. . In addition, we recognize that we are preparing our English Language Learners, for the 21st Century and know that the use of technology will help our students become college and career ready as mandated by the Common Core Learning Standards. Therefore, students will be engaged in research as they develop and strengthen their literacy skills. In order to accomplish this we will purchase 16 Standard Laptop-School Image-Lenovo L420.

Activity #2- Integrating the Arts

Dates and Frequency: 6 individual Drumming/Rhythm presentations

Number students: Maximum total of 150 Kinder and 1st grade students

Instructional Program & Rationale We recognize that we are preparing our English Language Learners for the 21st Century and know that the arts will help our students become college and career ready as mandated by the Common Core Learning Standards. Therefore, students will participate in an arts program where students will be exposed to the rhythms of speech which are essential for ESL mastery. Studies have shown that misuse or lack of English speech rhythm inhibits communication. Rhythm, stress and intonation are all essential elements, without which it is impossible to convey meaning successfully (Graham). Learners who use incorrect rhythm patterns or who do not connect words

### Part B: Direct Instruction Supplemental Program Information

together can have difficulty understanding. Therefore, it can be speculated that the lack or improper use of rhythm might be one of the reasons which prevents learners from success in communicating. In this program students will learn the appropriate rhythm in speech through the sounds of a drum. Students will have a chance to play the drum and dance to the rhythm as the presenter leads the presentation.

A recent study shows that playing the drums or other percussion instruments actually improves IQ scores of children. According to the study by E. Glenn Shallenberg at the University of Toronto, IQ test scores of six-year-old children significantly improved after receiving drum lessons. Shallenberg recruited a group of 144 six-year-olds and separated them into four groups: those receiving drum lessons, voice lessons, drama lessons, and no lessons. Children receiving the drum lessons showed significant improvement in their IQ tests, gaining an average of seven IQ points. Meanwhile, children receiving voice lessons increased six points, those receiving drama lessons increased five points, and children receiving no lessons improved four points. In his article in Psychological Science, Shallenberg concluded that musical training, in particular, was responsible for the extra IQ points.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order to support teachers with their instruction and thus enhancing student learning, the ESLTeam along with a focused group of teachers will participate in a well-planned ongoing professional development. All professional development will be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classrooms. Inhouse professional development will also be provided by ELL curriculum and instructional specialists from New York University. The Staff Development will be held from January to April once a month for a total of 4 sessions. The focus of the Professional Development is to strengthen our existing bilingual and ESL program in order to align instruction in both languages and content to CCLS and the city wide instructional expectations.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: Activity #4 – ELL Parent Activity:

Dates and Frequency: 6 days x 2 hours each session: Fridays, January 13, 2012 – February 17, 2012.

Number facilitators/Number of Participants/Grade Level: Two TBE or ESL teachers will conduct the program for six two hour sessions with two groups of 15 parents(with children Pre-K-5). In addition there will be 2 TBE or ESL teacher that will conduct the program for six two hour sessions with the children (approximately 50 children) of those parents participating in the program.

**Instructional Program & Rationale**

Parents (of students in grades K-5) will engage in a minimum of 12 hours of meaningful activities related to the academic learning of their children during the 2011-2012 school year. The instructional program will support parents and their children in strengthening both Native and English Language skills in Listening, Speaking, Reading and Writing. This will be done in conjunction with the content areas (Social Studies, Science and Math). A variety of leveled text (i.e The Bookroom from Benchmark Education) and trade books across all content areas in both English and Spanish will be used to meet the needs of our ELL parents and children. All participants will benefit from additional English and Spanish language reinforcement through research-based methodologies that will include but are not limited to hands-on activities, small group activities, and or instructional scaffolds. The teacher will coach parents on strategies they can use when reading with the children at home. During our culminating session parents and children will join each other to read their favorite book and play literacy and math games.

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**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		