



*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 5 THE HUGUENOT SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R005

PRINCIPAL: LISA ARCURI      EMAIL: LARCURI@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

02-29-2012

### 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
Lisa Arcuri	*Principal or Designee	
Debra Camputaro	*UFT Chapter Leader or Designee	
Nicole O’Donnell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tina Montalvo	Member/Teacher	
Lisa De Rosa	Member/ Teacher	
Linda Vacirca	Member/ Teacher	
Kristine Paronich	Member/Parent	
Anna Forlizzi	Member/ Parent	
Melissa Silla	Member/ Parent	
Aaron Bogad	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**

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

By June 2012 reading pre and end of unit assessments will be created in Grades K-5 for all ELA units of study.

### **Comprehensive needs assessment**

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

As evidenced on our 2010-2011 Progress Report, although 81.9% of our students are performing at levels 3 or 4 in Reading at 81.9%, they are not making progress. In comparison to all city schools our median adjusted growth percentile was 50.9% in ELA while it was 31.9% in comparison to our peer schools.

Prior to year 2011, the only reading assessments that our students took were DRA, ELA Acuity Assessments (ITA& Predictives) and ELA State Exams. This did not allow us to gather and analyze data about what students learned during each unit of study in reading. We feel that pre and post assessments will provide us with a more comprehensive range of data and enable us to make more purposeful decisions while planning our reading instruction.

In order to accomplish our goal we need to establish multiple entry points to differentiate instruction for our students. Pre assessments enable us to establish where in the reading unit our students should begin instruction. The pre assessments help teachers to determine at what level the material needs to be taught. Students who already have mastered skills will not have to be re-taught these skills but instead will have the opportunity to develop higher order skills within that genre of study. On the other hand students with limited prior knowledge will have teachers scaffold lessons to meet their individual needs. Post assessments will enable teachers to gauge the understanding students have about concepts and skills taught within a reading unit. The data from the post-assessments will be used during inquiry work so that teachers can refine instruction accordingly and make curriculum mapping discussions.

### **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.**

#### **a) Strategies**

In order to accomplish our goal we need to establish multiple entry points to differentiate instruction for our students. Pre

assessments enable us to establish where in the reading unit our students should begin instruction. The pre assessments help teachers to determine at what level the material needs to be taught. Students who already have mastered skills will not have to be re-taught these skills but instead will have the opportunity to develop higher order skills within that genre of study. On the other hand students with limited prior knowledge will have lessons scaffolded to meet their individual needs. Post assessments will enable teachers to gauge the understanding that students have about concepts and skills taught within a reading unit. The data from the post-assessments will be analyzed during common planning and inquiry work so that teachers can refine instruction accordingly and make curriculum mapping discussions.

**b) Staff and Resources**

Principal, Rona Levick (Literacy Support Network), All teachers

**c) Steps taken to include Teachers**

- Teachers in Grades K-5 will design pre and post assessments /tasks for each unit of study within the ELA curriculum map.
- Teachers will utilize the DOK (Depths of Knowledge) rubric (Webb & Hess) while creating assessments and tasks for each reading unit.
- Teachers will work on creating reading assessments during NYCDOE designated professional development days (September, November and request for change of school calendar days will be made for two full PD days).
- Teacher teams will meet during common prep meeting periods and inquiry work to make decisions about curriculum.

**d) Timeline**

The implementation timeline for creating the assessments and differentiated tasks is as follows:

- Grades K-2: By January, 30% (2 out of 7) of the reading units of study will incorporate assessments and differentiated tasks.
- By March, 60% (4 out of 7) of the reading units of study will incorporate assessments and differentiated tasks.
- By June, 100% (7 out of 7) of the reading units of study will incorporate assessments and differentiated tasks.
  
- Grades 3-5: By January, 33% (2 out of 6) of the reading units of study will incorporate assessments and differentiated tasks.
- By March, 66% (4 out of 6) of the reading units of study will incorporate assessments and differentiated tasks.
- By June, 100% (6 out of 6) of the reading units of study will incorporate assessments and differentiated tasks.

**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.**

- **At this time all of our teachers are highly qualified**
- Individual professional development plans will be created for every teacher to ensure that all teachers are setting goals for their own growth within the school's learning community.
- On-going Professional Development will target the needs of individual teachers as well as school-wide goals.
- Principal regularly visits classrooms to provide feedback to teachers and promote a shared understanding of instructional excellence.

**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.**

- Our school offers workshops to parents to help them learn how to help their child with reading.

**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.**

- Fair student funding will be used to pay teachers for their work during the regular scheduled day as well as professional instructional materials to support reading curriculum development.
- CEI-PEA, our support network pays for Rona Levick, our Literacy Support consultant who will be working with our teachers.
- 2 non attendance days will be applied for teachers to work on reading curriculum development.

**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, all teachers and students in grades K-5 will have collaboratively set at least 3 individual writing goals for each unit of study to be formulated and revised during writing conferences.

### **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.**

After analyzing the results of the 2011 State ELA exam it revealed that 81.9% of our students are proficient. Although this number includes both students performing at Level 3 and Level 4, we determined that only 2.8% of our students tested in grades 3-5 performed at a level 4. This led us to further examine the Item Analysis on the ELA state exam. We noticed that in Grade 3, only 25% of our students received full credit for the extended response where they had to respond to the question in writing and 2.5% received no credit at all. In Grade 4 only 37.1% of our students got full credit for the extended response and 5.7% of our students received no credit. In Grade 5 only 50% of our students received full credit for their extended response and 50% received partial credit.

When we analyzed the results from our Progress Report we also noticed that our bottom third of students include students performing at Level 3. Triangulating this data with our Writing Monitoring for Results data for the year 2010-2011, confirmed that there is an inconsistency between the number of students reaching level 4 on their last published piece and the number of students who reach a level 4 on the ELA state exam. We then began to question the rigor in our writing instruction, the alignment to the Common Core Learning Standards and our system for conferencing and gathering data during writing workshop.

### **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**

a) **Strategies**

- Selected teachers will attend a series of Tony Stead workshops offered by CEI-PEA which will include the topic of conferencing in writing workshop. They will then turn-key the information to the rest of the staff.
- On-going professional development on the Writing Common Core Standards will be given to the entire staff by the principal and turn-key staff members throughout the year.
- Professional development in the area of writing will be given by Rona Levick from the Literacy Support Network throughout the year.
- All teachers will take part in the creation of a new conferencing system which allows teachers to see trends and patterns in writing on and across grades as they align to the Common Core State Standards. Teachers will meet during common preps and scheduled half and full days to implement this work.
- Student writing goals will be created collaboratively between student and teacher and be based upon data from Writing

Rubrics and conference notes.

- Teachers will conference with students both individually and with small group guided writing groups during Writing Workshop on a daily basis.
- Conference notes will be collected by the principal on a monthly basis.
- Teachers will analyze conference notes and assess progress toward student writing goals during Inquiry Work as well as teacher common preps.

**b) Staff and Resources**

- CEI-PEA professional development opportunities paid for by our support network
- UFT workshops on Writing Workshop
- Key staff members to turn-key outside professional development workshops to entire staff
- Principal to work with teachers during teacher common preps and Inquiry Work (Principal is a revolving member on each Inquiry Team)

**c) Steps taken to include Teachers**

- Teachers make decisions about which writing genres to include in curriculum maps.
- Teachers make decisions about which tasks align to the Common Core Standards and how to differentiate tasks for each unit of study in Writing.
- Teachers work to create a new writing conference system and protocol for looking at student writing during Inquiry Work.
- Teachers meet with students to decide which goals to set in writing.

**d) Timeline for Implementation**

- By November 2011, all students will have a writing conference record folder which contains individualized goals in writing aligned to their current unit of study as well as the Common Core Learning Standards.
- By January 2012, all students will have individual writing goals in at least two units of study.
- By March 2012, all students will have at least three individual writing goals in at least two units of study.
- By June 2012, all students will have individual writing goals for all units of study.

**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.**

- **At this time all of our teachers are highly qualified**
- Individual professional development plans will be created for every teacher to ensure that all teachers are setting goals for their own growth within the school's learning community.

- On-going professional development will target the needs of individual teachers as well as school-wide goals.
- Principal regularly visits classrooms to provide feedback to teachers and promote a shared understanding of instructional excellence.

**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.**

- Our school offers workshops to parents to help them learn how to help their children with writing.

**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.**

- Fair student funding will be used to pay teachers for their work during the regular scheduled day as well as professional instructional materials to support writing curriculum development.
- 2 non attendance days will be applied for teachers to work on writing curriculum development.
- Rona Levick, Literacy Support Consultant paid for by our support network, CEI-PEA.
- Sub coverage for teachers to work collaboratively paid for by grant monies from the Staten Island Foundation.

### 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 the school will communicate to parents all of the reading and writing goals as they are aligned to the Common Core Learning Standards and our curriculum maps.

#### **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.**

According to the results of the communication category on the 2010-2011 Learning Environment Survey, parents who strongly agreed with the seven statements dropped from an average of 67.2% to 55.6% which was a loss of 11.6%. This resulted in an increase of 5% of parents who agreed and 5.3% of parents who disagreed overall with the seven statements.

#### **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.**

#### **a) Strategies**

- Parents will have access to Common Core State Standards through our newly purchased school website (e-chalk).
- Teachers will create monthly newsletters on our e-chalk school website informing parents about the curriculum each month as it relates to the Common Core State Standards.
- Curriculum conferences with parents will address the Common Core State Standards.
- Parents will be invited to a workshop to build upon the knowledge they've attained last year on the Common Core State Standards.
- Letters will be sent home to parents explaining student goals for each unit of study as they align to the Common Core State Standards.

- Common Core State Standards will be reflected on bulletin boards for the school community to view.
- Principal will continue to distribute monthly newsletters outlining curriculum initiatives as they are aligned to the Common Core State Standards.
- Parents will be invited to publishing parties to celebrate the writing pieces of their children.
- Implementation of a School Portfolio Day for students to share their yearlong work as they relate to the CCSS with their parents.
- Parents are encouraged to come to a series of school workshops that explain school-wide initiatives and ways to support their children at home.
- Curriculum conferences with parents will address the Common Core State Standards and provide parents with clear expectations for their child's learning.

\*All of the above strategies will be on-going throughout the year.

**b) Staff and Resources**

- School messenger (a phone system) was purchased to allow the quick relay of information to parents.
- Our new school website was purchased and will be used as a resource for parents to have 24 hour access to school information and important documents.
- The parent coordinator is the liaison between the parents and the school and is personally available during school hours and after hours via phone and email.
- The principal attends all PTA general meetings and provides the Principal's address which informs the parents of how the school is moving forward.
- The principal attends monthly School Leadership Team meetings where the progress we are making toward school goals is discussed.
- The principal writes a monthly newsletter to provide parents with a clear understanding of city-wide and school expectations which is sent home via backpack and available on the school website.
- The principal facilitates parent workshops to provide parents with a clear understanding of how to understand New York City's accountability tools.

**c) Steps taken to include Teachers**

- Teachers will create a detailed monthly curriculum news letter (Take a Look Ahead) which will be featured on our new website to give parents information about curriculum.

- Teachers are encouraged by the principal to provide timely feedback to parents regarding their child's progress in school via phone conversations, individual meetings as needed, publishing parties and SEM fairs.
- Teachers create parent letters that explain the current genre and the goals for each unit of study.
- Teachers provide parents with an overview of their child's performance on each assessment.
- Teachers create individualized assignments on Acuity to provide students with practice on their individual areas of weakness. Parents are aware of these assignments and can view them on line.
- Teachers provide detailed individualized comments directly related to the data on each child's progress on report cards throughout the year.

**d) Timeline**

- Parent letters for each unit of study will be sent home on-going throughout the year prior to beginning the new unit of study. See below:

**Grade K**

By January, 43% (6 out of 14) reading and writing units will have goal letters sent home to inform parents about curriculum goals.  
 By March, 57% (8 out of 14) reading and writing units will have goal letters sent home to inform parents about curriculum goals.  
 By June, 100% (14 out of 14) reading and writing units will have goal letters sent home to inform parents about curriculum goals.

**Grades 1- 2**

By January, 57% (8 out of 14) reading and writing units will have goal letters sent home to inform parents about curriculum goals.  
 By March, 71% (10 out of 14) reading and writing units will have goal letters sent home to inform parents about curriculum goals.  
 By June, 100% (14 out of 14) reading and writing units will have goal letters sent home to inform parents about curriculum goals.

**Grades 3 - 5**

By January, 50% (6 out of 12) reading and writing units will have goal letters sent home to inform parents about curriculum goals.  
 By March, 67% (8 out of 12) reading and writing units will have goal letters sent home to inform parents about curriculum goals.  
 By June, 100% (12 out of 12) reading and writing units will have goal letters sent home to inform parents about curriculum goals.

- By the end of 2011, a workshop will be provided to parents on the following topics: ( Kindergarten Orientation, ARIS, our new school website, Understanding our Progress Report, Understanding the Common Core State Standards, Supporting your child with homework...
- By June a workshop will be provided to parents on the following topics: ( Acuity, State Exam expectations, Bullying Prevention, Supporting your child with Reading and Writing
- By the first school day of each month our school website will be updated with the current "Take a Look Ahead" piece for each teacher.

- By the first day of each month the current Principal's newsletter will be updated to the school website.
- By the first week in December students in grades 3-5 will have their first round of individualized assignments made available to them on the Acuity website.
- Prior to the mid-winter break students in grades 3-5 will have their second round of individualized assignments made available to them on the Acuity website.
- By June of 2012 each parent will have been invited to attend their child's publishing party as well as a Portfolio Day.

**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.**

- **At this time all of our teachers are highly qualified**
- Individual professional development plans will be created for every teacher to ensure that all teachers are setting goals for their own growth within the school's learning community.
- On-going Professional Development will target the needs of individual teachers as well as school-wide goals.
- Principal regularly visits classrooms to provide feedback to teachers and promote a shared understanding of instructional excellence

**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.**

- N/A

**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.**
- Parent workshops will be provided by staff receiving FSF funds.
- School messenger phone system is paid for using NYSTL funds
- E-chalk school website is paid for using Tax Levy funds.

**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>	3	3	3	3				
<b>1</b>	7	7	4	7				
<b>2</b>	10	6	3	10				
<b>3</b>	11	6	5	11				
<b>4</b>	9	7	5	9				
<b>5</b>	10	7	1	10				
<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
<p><b>ELA</b></p>	<p>Our (SETSS) teacher pushes into three classrooms per week in order to work in small groups with at- risk students for additional support. She also pulls students out in small groups to work on comprehension skills and phonemic awareness skills.</p> <p>Students identified as at-risk attend extended day two days per week (50 minutes each) for ELA instruction to work on the following programs:            Soliday, Linda- Mood Bell, and strategy/guided reading groups</p> <p>Computer programs such as Acuity, Write to Learn and Measuring Up Live are used by at-risk students in the classroom to provide support.</p> <p>The workshop model of instruction during the school day allows for flexible small group instruction to address the identified learning needs of every student. Individual conferences provide for further differentiation.</p> <p><b>Principal made the decision to keep the average class size at 20 students which allows each child to receive individual attention on a daily basis. Each classroom teacher has created an action plan outlining the instructional activities that each child is working on and the method of instruction and assessment used to determine if progress is being made.</b></p>
<p><b>Mathematics</b></p>	<p>Our (SETSS) teacher pushes into three classrooms per week in order to work in small groups with at- risk students for additional support.</p> <p>Students identified as at-risk attend extended day two days per week (50 minutes each) for math instruction on areas of weakness determined by the item analysis on our revised Everyday Math checklists as well as State Math exam.</p> <p>Computer programs such as Acuity, Measuring Up Live and our school website are used by</p>

	<p>at-risk students in the classroom to provide support.</p> <p>The workshop model of instruction during the school day allows for flexible small group instruction to address the identified learning needs of every student. Individual conferences provide for further differentiation.</p> <p>Math re-teach lessons allow for teachers to present concepts in a new way perhaps with the use of manipulatives for a more concrete approach to learning.</p> <p><b>Principal made the decision to keep the average class size at 20 students which allows each child to receive individual attention on a daily basis. Each classroom teacher has created an action plan outlining the instructional activities that each child is working on and the method of instruction and assessment used to determine if progress is being made.</b></p>
<b>Science</b>	<p>Small class sizes allow for students to participate in small group investigations. The science teacher's conference notes allow for early detection of misconceptions and insight into preferred learning styles. Students are grouped according to many variables which allow them to be successful as evidenced by the State Science exam.</p>
<b>Social Studies</b>	<p>Classroom teachers work with students in small groups with differentiated tasks and student roles.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>We do not have the service of a school guidance counselor.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>School psychologist meets with individual students and small groups as needed.</p>
<b>At-risk Services provided by the Social Worker</b>	<p>We currently do not have a social worker. We have been waiting for one since September. My network is aware of this issue. Students who are awaiting services have been issued an RSA.</p>

<b>At-risk Health-related Services</b>	Our school nurse meets with students one to one and in small groups depending upon their health related issue.
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**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>Nancy Ramos</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>005</b>
School Name <b>The Huguenot School</b>			

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

Principal <b>Mrs. Lisa Arcuri</b>	Assistant Principal
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Nancy Torres</b>	Guidance Counselor
Teacher/Subject Area <b>Mrs. Hagis / Teacher</b>	Parent
Teacher/Subject Area <b>Mrs. A. Maurino / Teacher</b>	Parent Coordinator <b>Mrs. M. Accardo</b>
Related Service Provider <b>Mrs. L. Vacirca/IEP Teacher</b>	Other <b>Ms. Jaime Rendiero/Social Wrk</b>
Network Leader <b>type here</b>	Other <b>type here</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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</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>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>217</b>	Total Number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>1.38%</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. 

Paste response to questions 1-6 here

1. PS 5 follows certain steps in order to identify students who may possibly be ELLs. Initially, parents or guardians of students entering PS 5, as first time registrants to the New York City Department of Education's Public School System are guided through the registration process by the school Pupil Accounting Secretary, Mrs. Ilene Ingrassia. This registration process includes an informal oral interview in English, conducted by the secretary named above, as well as the Principal and the ESL pedagogue when available. The informal interview may be translated to the native language of the family when needed. The parent / guardian registering the child completes the Home Language Identification Survey (HLIS), in the language of their choice. In instances in which the parent does not speak English, the parent may be accompanied by an English speaking person, or Mrs. Maureen Accardo, our parent coordinator, will seek to provide a translator. The HLIS contains questions about the student's linguistic skills. The parent or guardian who completes this form provides information to the school as to whether or not the student speaks a language other than English. Our licensed ESL teacher, Nancy Torres, reviews the HLIS. Based on the answers on the HLIS, Ms. Torres, also our LAB-R coordinator, determines whether or not the student is eligible for the Language Assessment Battery - Revised (LAB-R), exam. Translation assistance is readily available in Spanish by Ms. Torres and Italian by Mrs. Giannino, - both of which are licensed teachers. Other language translators are sought as needed.

The LAB-R is administered to those students new to the New York City Department of Education which may possibly be ELLs. It accurately measures the students' English language proficiency. Based on the scores of the LAB-R, a student is identified as an ELL or not. English Language Services are then provided by the ESL teacher. Whenever a new student is admitted to PS 5, the school secretary informs the ESL teacher, so that all documentation in the students' permanent record can be checked for LEP status. The ESL teacher also periodically runs a RADP report from ATS to look for new admits. She then checks the Exam History reports available through ATS, for the LAB-R and NYSESLAT scores of those students that appear on the RADP as having a language other than English. This is done to determine if the students have already tested out for the ESL program. Based on the students' exam history, the ESL teacher can readily identify whether or not the student is an ELL. The records of all ELLs that transition from schools due to grade promotion or relocation are reviewed by the secretary at PS 5, as well as the ESL teacher for supporting documentation to determine the ELLs' participation in the ESL program and also their language proficiency level. Students identified as ELLs are serviced by PS 5s' ESL teacher, who is certified by New York State as a qualified English as a Second Language instructor.

2. The structure implemented at PS 5, to ensure that parents understand all three program choices is a thorough introduction and explanation within a Parent Orientation, held in the first month of school, and as new ELLs are admitted into PS 5. A letter is sent to the parents of the children who are identified as ELLs, inviting them to the orientation. The orientation is jointly presented by our ESL teacher, and our PS 5 Parent Coordinator, Mrs. Maureen Accardo. The three program choices, Transitional Bilingual Education, Dual Language and Freestanding ESL are reinforced with a video, provided by the DOE. The parent has the option to view the video in English or their home language. Parents are informed that if Transitional Bilingual or Dual Language program is chosen, their child will be transferred to a school that offers the specific program. They are also told that school bus transportation services may not be available from the school that offers the programs and that their child's transportation to and from the other school will be the parents' responsibility. After viewing the video, a survey is distributed that asks the parents to state the program of their choice for their child's

language instruction. Parents are advised that if they do not make a choice, they will automatically be considered as having chosen the Transitional Bilingual Education program as mandated by CR Part 154. Parents that do not attend the orientation are provided with a link to the orientation video located in the New York City Board of Education website. They are also provided with the survey and program choice letter, in both English and in their home language. These parents are asked via a letter and a phone call, to watch the video, make the program selection, complete the survey in the language of their choice, and return both the program selection letter and the survey to Ms. Torres, the ESL teacher, within a timely manner. Parents that do not submit the program selection letter and survey by the date requested are called by telephone a second time, by the ESL teacher, and are asked to communicate with the ESL teacher or Parent Coordinator for a time and date in which they may be able to set up a private orientation at PS 5. Parents that reject this offer are then advised by phone either by the ESL teacher or Parent Coordinator. They are provided with verbal information about the three programs and advised accordingly. These parents then make verbal program choices for their children's language instruction, however, these parents are not provided with a survey form.

3. Parents of ELLs that did not test out of the ESL program during the NYSESLAT administration from the previous school year, are provided with Continued Entitlement letters as well as Program Selection letters. Occasionally, one of the Program Selection letters is not returned to the ESL teacher. As an outreach to the parents, Ms. Torres then sends home another blank Program Selection letter with the student and posts a sticky note on it stating "2nd Notice". In the rare occasion that this second notice is not returned to the ESL teacher within 4 days, Ms. Torres then calls the ELLs' parent to request that the notice be completed and returned. Parents that do not wish to submit the Program Selection letter, are asked to make a verbal program choice for their children's language instruction. All returned notices are kept in the LAP black-box binder provided by the DOE, and which is kept by the ESL teacher at PS 5.

4. After being advised about the three program choices, and the responsibility of the parent to provide transportation to and from school if they select a program not offered at PS 5, the parents of PS 5s' ELLs always chose to have their children placed in the ESL program. This program is described thoroughly to the ELLs' parents during the Parent Orientation, telephone or email communication, and if requested, refreshed during parent teacher conferences. Notices to our ELLs' parents are provided to them in the language of their choice as well as in English. Parents of PS 5s' ELLs are provided with our ESL teachers' contact information (phone number and email address) upon being notified that their child is an ELL, and are encouraged to communicate with the ESL teacher whenever they wish, for assistance with any school related matter. Most of the time, the parents of PS 5s' ELLs are fluent in English and so communication in their Native Language is not always necessary, however, a translator will always be sought if necessary.

5. After reviewing the parent survey and program selection forms for the past four years, we have found that the trend in program choice is the English as a Second Language (ESL) program. In the school year 2008-2009, PS 5 had 9 ELLs of which all 9 parents selected the ESL program. In the school year 2009 -2010, PS 5 had 5 ELLs of which all 5 parents selected the ESL program. In the school year 2010-2011, PS 5 had 2 ELLs of which 2 parents selected the ESL program. In the current school year of 2011-2012, PS 5 has 3 ELLs. Of the 3 ELLs, 2 parents (one parent is the parent of 2 ELLs), have selected the ESL program as the program of their choice for their children's language instruction.

6. For the past four years, the trend in parents' program choices has been the English as a Second Language (ESL) program, therefore, the ESL program offered at our school is aligned with what parents are requesting. In the event that a selection has not been made by an ELLs parent, then PS 5 will have to advise the parent that the default program selection is the Transitional Bilingual Education program (as per CR Part 154), and that the Transitional Bilingual Education program is not offered at PS 5. The parent will then be advised of a school which does offer the Transitional Bilingual Education program so that they may enroll their ELL at that school.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes● No*	If yes, indicate language(s):
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Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	8	0	0	7	3	0	0	0	0	0	0	0	0	18
<b>Total</b>	8	0	0	7	3	0	0	0	0	0	0	0	0	18

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	0	0	0	0	0	0	0	3
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino:  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other:

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</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?

## A. Programming and Scheduling Information

Paste response to questions 1-7 here

1. Instruction for ELLs is delivered via the Push-In and Pull-Out models. When the Push-In model is delivered, it is done collaboratively with the classroom teacher. Often, the ELL is grouped in a Homogeneous group with fluent English speakers that need reinforcement in a similar academic skill. Both the Ungraded model (where students regardless of grade are in one class) and the Homogenous model (where proficiency level is the same) are used when delivering ESL instruction in the Pull-Out model. When necessary, ELLs are Pulled-Out individually to address the students' needs.

2. The ESL teacher at PS 5 ensures that ESL instruction is delivered according to the mandated number of minutes according to the ELLs proficiency level. The Staff at PS 5 ensures that the ESL teacher delivers this mandated number of minutes by working collaboratively to create an ESL schedule for the ELLs in their classrooms. The ESL classroom library contains books in the ELLs Native Language for Native Language Support as part of the NYS CR Part 154 mandate. Instruction for the ELLs in the Beginner language proficiency level consists of 360 minutes per week. The instructional approach and methods used in the 360 minutes per week for the Beginner level is as follows:

- 1 period Word Work (phonetics and spelling)
- Block period Read-aloud (listening and hands-on)
- 1 period Guided Reading (vocabulary and writing conventions)
- 1 period Letters (sound, orthography, word building)
- 1 period Content Area Instruction (Science, Math, Social Studies, Health)
- 1 period Viewing - Writing (technology based writing prompts)

The instructional approach and methods used in the 360 minutes per week for the Intermediate level is as follows:

- 1 period Word Work (phonetics and spelling)
- Block period Read-Aloud (listening and hands-on)
- 1 period Guided Reading (vocabulary and writing conventions)
- 1 period Letters (sound, orthography, word building)
- 1 period Content Area Instruction (Science, Math, Social Studies, Health)
- 1 period Viewing (technology based writing prompts)

The Instructional approach and methods used in the 180 minutes per week for the Advanced level is as follows:

- 1 period Vocabulary (phonetics, spelling, definition)
- 1 period Guided Reading (grammar and writing conventions)
- 1 period Writing (response to literature based on the Guided Reading book in the form of essays: narrative, persuasive, informational)

All ELLs receive instruction as mandated by the CR Part 154, CR part 100, the Language Allocation Policy, and the No Child Left Behind.

3. The ESL program at PS 5 implements instruction in all content areas to assure that the ELLs understand and attain the necessary information and vocabulary for all subjects. PS 5s' ESL program uses the National Geographic website to teach writing while at the same time teaching Science and Social Studies. The ESL teacher works closely with the PS 5 Science cluster teachers as well as classroom teachers, to create lessons that are aligned with the Science and Social Studies curriculum as required by New York State. This provides familiarization and reinforcement for the ELL of terminology used in these subject areas. Math lessons for the ELLs are created using a variety of genres that touch upon the material and vocabulary that the ELL needs to know according to the classroom teacher as well as the New York State curriculum. Lessons are created and implemented by the ESL teacher with advice from the classroom teacher. Parents are also asked to advise the ESL teacher of any subject area that they feel their child needs extra help with. To facilitate comprehension of the English language, realia, pictorals, technology, media, Guided Reading books, poetry, and thematic units are used, as well as TPR (Total Physical Response) to create a language rich learning environment.

4. Parents of ELLs in the testing grades of 3 - 5, are informed that all NYS exams can be administered, if they so choose, in their native language, with the exception of the ELA, for those students not exempt from the ELA.

5. PS 5 has a few ELL subgroups. Instruction is planned according to the students needs thereby extending to differentiation. Although PS 5 currently has no SIFE students, the following plan is in place should any register throughout the school year: books that are rich in print and illustrations will be used. The illustrations will be closely related to the wording on each page. These books exist in all subjects and content areas. SIFE students will also be instructed using music and poetry methods, audio supplies and visuals. A teacher modeling method and TPR will also be used. Opportunities for communication will exist in the students' exchange of communication via drawing, artwork and TPR.

ESL instruction for ELLs in the ESL program for less than 3 years (newcomers) is a teacher created plan based on the students' needs such as vocabulary acquisition, grade appropriate academic proficiency, and school social and cultural norms. To comply with the No Child Left Behind mandate of ELA and Math testing, ELLs in the 3 years or less subgroup receive ESL instruction that correlates with the ELLs

## A. Programming and Scheduling Information

grade level curriculum. These ELLs receive ESL instruction according to their mandated number of minutes as determined by their scores on the previous years New York State English as a Second Language Achievement Test (NYSESLAT). Data from the NYSESLAT is used to determine the area of weakness for these ELLs. Instruction is geared to enhance the skills that the ELLs received a limited proficiency score on. According to the data, most newcomers score low on reading and writing. These skills are targeted via thematic units in which literature from various genres is used to focus on certain grammar skills and to produce written responses from. Newcomer ELLs receive instruction that targets arithmetic concepts via various genres that allow for vocabulary enhancement in mathematical terms. Literature that builds background knowledge in Social Studies and Science are also utilized to better familiarize and prepare the ELLs for test taking practices.

ELLs in the PS 5 ESL program for 4 to 6 years are often in the program because they lack a certain academic language skill which does not allow for them to test out of the ESL program. Usually this limited academic skill is in the writing element of the English language. Students that have not tested out of the ESL program after three years are considered Long Term ELLs. The following services are provided to Long Term ELLs:

- Push-in / Pull-out intervention day programs which include National Geographic literature, Hands on vocabulary enhancement activities, and methods that foster learning and self correcting.
- After school programs
- Communication between classroom teacher and ESL teacher
- Teacher - student conferencing

ELLs remain in the PS 5 ESL program for the school year at the end of which they are administered a series of four exams know as the (NYSESLAT). This is administered by PS 5s' ESL teacher.

In some cases, the ESL teacher provides test results to the SETSS members for the students that have shown no improvement in the NYSESLAT, and that may need to be evaluated for extra services. ESL services will continue to be provided for these ELLs according to the mandated number of minutes as determined by their score on the NYSESLAT and according to the instructions stated on their CAP record. The issue of alternate placement in special education will be addressed by:

- Placing the child in the least restrictive environment where appropriate (CTT or mainstream)
- Push-in services
- School Assessment Team (SAT)
- SETSS

6. ELLs that are also SWD (Students with Disabilities), receive ESL instruction utilizing a variety of instructional materials such as realia

### 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)		
100%	the schedule for ESL instruction is being created, it is centered around the ELLs' that are		
75%	serviced the mandated number of minutes according to the ELLs English proficiency		
50%	ESL instruction will be given, to create the least restrictive environment for the SWD		
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
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.

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

**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

1. PS 5 does not use the Dual Language Program.

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

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

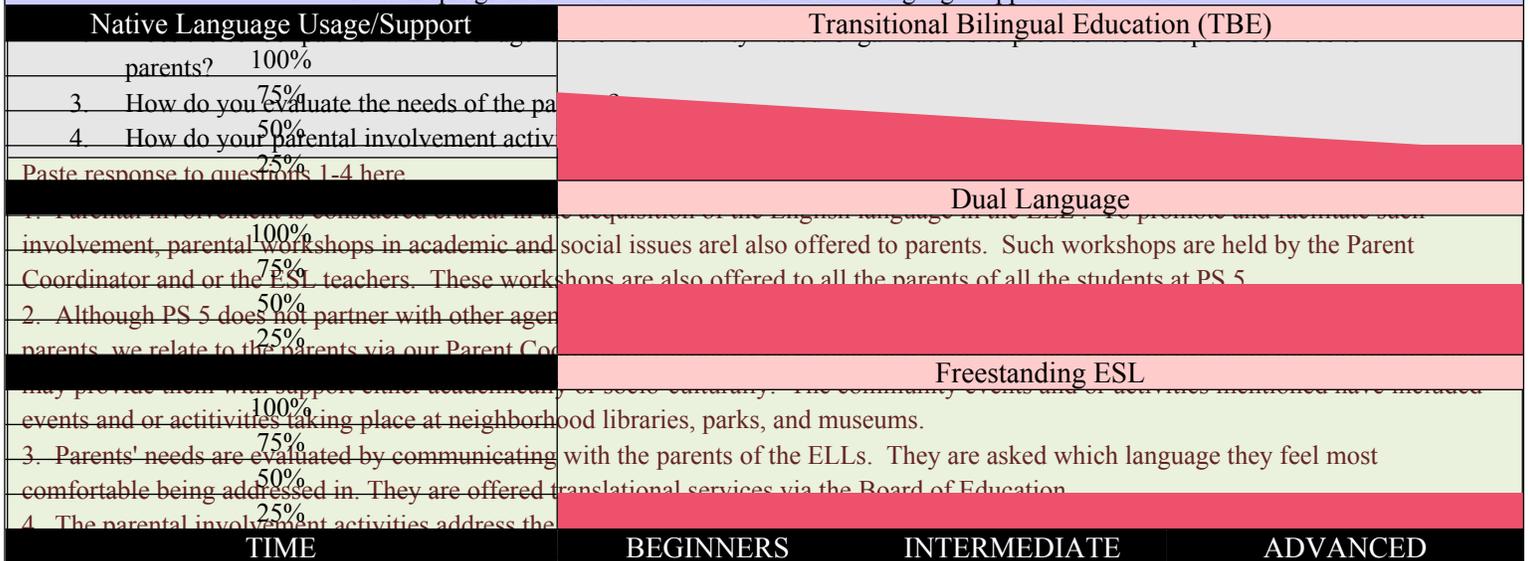
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for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

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1. Professional development (PD) is offered to all teachers, Paras and parents at PS 5. Teachers and Paras of PS 5s' ELLs are made aware of the difference between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This helps them to better understand, and plan instruction for the ELL in their classroom. They are also asked to sit the ELL near the students that are most active in the classroom so that the ELL is surrounded by an English language rich environment as much as possible. The ESL teacher models for the teachers and Paras of ELLs how to produce a verbal response from the ELL by using the TPR and visual cues methods and techniques. Teachers and Paras of PS 5s ELLs are encouraged to communicate with the ESL teacher for any assistance they may need relating to the ELL. They are also encouraged to observe the ESL teacher in the ESL classroom whenever possible.
2. All student permanent records and supporting documentation for the students, including ELLs, that are transitioning from PS 5 to Middle School, is transferred to the Middle School that the student will be attending in the upcoming school year. These documents are viewed by the Middle School staff to appropriately place and assist the ELL into a positive learning environment.
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**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.

## 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

1. Parental involvement is considered crucial in the acquisition of the English language in the ELL . To promote and facilitate such involvement, parental workshops in academic and social issues are also offered to parents. Such workshops are held by the Parent Coordinator and or the ESL teachers. These workshops are also offered to all the parents of all the students at PS 5.
2. Although PS 5 does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents, we relate to the parents via our Parent Coordinators' monthly electronic newsletter, any activities or events in the community that may provide them with support either academically or socio-culturally. The community events and or activities mentioned have included events and or activities taking place at neighborhood libraries, parks, and museums.
3. Parents' needs are evaluated by communicating with the parents of the ELLs. They are asked which language they feel most comfortable being addressed in. They are offered translational services via the Board of Education.
4. The parental involvement activities address the needs of the parents in that they are made aware of the academics that their child is learning. Once the awareness has been established, parents are encouraged to become active participants in helping their child succeed in school. They are invited to discuss the curriculum with their child's teacher and to provide feedback on which lessons their child needs more help with.

## B. Programming and Scheduling Information--Continued

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## 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

1. PS 5 does not use the Dual Language Program.

## 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.)
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## E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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Paste response to questions 1-4 here

1. Parental involvement is considered crucial in the acquisition of the English language in the ELL . To promote and facilitate such involvement, parental workshops in academic and social issues are also offered to parents. Such workshops are held by the Parent Coordinator and or the ESL teachers. These workshops are also offered to all the parents of all the students at PS 5.
2. Although PS 5 does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents, we relate to the parents via our Parent Coordinators' monthly electronic newsletter, any activities or events in the community that may provide them with support either academically or socio-culturally. The community events and or activities mentioned have included events and or activities taking place at neighborhood libraries, parks, and museums.
3. Parents' needs are evaluated by communicating with the parents of the ELLs. They are asked which language they feel most comfortable being addressed in. They are offered translational services via the Board of Education.
4. The parental involvement activities address the needs of the parents in that they are made aware of the academics that their child is learning. Once the awareness has been established, parents are encouraged to become active participants in helping their child succeed in school. They are invited to discuss the curriculum with their child's teacher and to provide feedback on which lessons their child needs more help with.

## 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)	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Intermediate(I)	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	0	0	0	0	0	0	0	0	0	0	0	0	2

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	699	0	0	0	0	0	0	0	0	0	0	0	0
	I	699	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	622	0	0	0	0	0	0	0	0	0	0	0	0
	I	718	0	0	0	0	0	0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>P</b>	0	0	0	0	0	0	0	0	0	0	0	0	0

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

### 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

1. PS 5 utilizes the DRA assessment tool to assess the early literacy skills of our students, including ELLs. This assessment is done three times a year for kindergarten, and four times a year (September, November, March, and May) for first and second grades. The purpose of this assessment is to provide insight to the teacher as to what reading level the students, including ELLs, are. The assessments continue periodically throughout the school year to determine progress in reading. Teachers use this information to better group the students in guided reading groups and for lesson differentiation. The quantitative data also reveals how the students, including ELLs, are learning reading via phonetic instruction and how they transfer this information onto a written piece. PS 5 also uses a leveled library system to

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <b>The Huguenot School</b>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Lisa Arcuri	Principal		1/1/01
	Assistant Principal		1/1/01
Mrs. Maureen Accardo	Parent Coordinator		1/1/01
Ms. Nancy Torres	ESL Teacher		1/1/01
	Parent		1/1/01
Mrs. Hags	Teacher/Subject Area		1/1/01
Mrs. Anita Maurino	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Mrs. Linda Vacirca	Other <u>IEP Teache</u>		1/1/01
Ms. Jaime Rendiero	Other <u>Social Worker</u>		1/1/01
	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: \_\_\_\_\_ School Name: **The Huguenot School**

Cluster: \_\_\_\_\_ Network:

**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.

PS 5 has a multicultural student population of 215. Of these, only 1.38% are non-English speakers. The parents of these, and of our monolingual students, were asked upon their child's date of registration via a Home Language Identification Survey (HLIS), to select in which language would they prefer to receive school letters and documentation. The data taken from these forms has been comprised into a list, kept by both, the ESL teacher and the Parent Coordinator. Thus far, the data reveals that the parents of the PS 5 student body all wish to receive said information in English. In the event that a parent wishes to receive school related materials in a language other than English, the school staff will seek to find a NYC Board of Education staff member within PS 5 or that of a neighboring school, that speaks the language of the parent, that can translate into writing or orally as requested by the parent, all school related material and information. If a NYC Board of Education staff member can not be sought, PS 5 will seek for a fellow parent to do the translation. In the event that a fellow parent of the same language as the requesting parent can not be found, PS 5's Parent Coordinator will contact the Dept. of Education's appointed translation and interpretation service office, Legal Interpretive Services at 718-237-8919, and request for a Translator that will provide for the requesting parent, written translation or oral interpretation in an appropriate and timely manner.

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.

As per the list generated by the ESL teacher, of parents requesting translation and interpretation, it has been determined that no parents require translation or oral interpretation needs. These findings were reported to the school community during the first PTA meeting held in September, 2011. However, our written and oral translation services remain available to all parents. Our Parent coordinator is always present at arrival and dismissal times when our parents, including ELL parents have the opportunity to ask questions about any school or child related matter. This provides as informal avenue for daily communication. In addition, DOE signs in eight languages are posted in the main office and

lobby, informing the parents that translation services are available at PS 5,

## **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.

All new comers to PS 5, whether transitioning or newly enrolling, will be asked if they prefer to receive school documentation and information in a language other than English. If the parent of said student requests this service, PS 5s' Parent Coordinator will inquire of this with the Principal and the ESL teacher, to see if there is a staff member that is fluent in that parents language that can provide translations of all school related documentation. In the event that a staff member at PS 5 fluent in that language can not be found, a staff member from a neighboring school or a PS 5 parent will be sought. In the event that none exist that are fluent in that parents' language, PS 5s' Parent Coordinator will contact the Dept. of Educations appointed translation and interpretation service office, Legal Interpretive Services at 718-237-8919, to request a translator that will provide translation services for the requesting parent in an appropriate and timely manner.

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.

All newcomers to PS 5, whether transitioning or newly enrolling, will be asked if they prefer assistance with oral interpretation in a language other than English. If the parent of said student requests this service, PS 5s' Parent Coordinator will inquire of this with the Principal and the ESL teacher, to see if there is a staff member that is fluent in that parents langauge that can provide oral interpretation of all school related interviews and or meetings. In the event that staff member at PS 5 fluent in that langauge can not be found, a staff member from a neighboring school or a PS 5 parent will be sought. In the even that none exist that are fluent in that parents' language, PS 5s' Parent Coordinator will contact the Dept. of Education Translation Services Office at 718-752-7372 for advise on how to locate a person that can provide oral interpretation for the requesting parent in an appropriate and timely manner. Measures sought may also include recruiting a student with excellent academic record, to volunteer for the oral interpretation situations or using a bilingual dictionary for assistance.

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>.

PS 5 has fulfilled, and continues to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification of translation and interpretation services, by posting a multilingual sign in the school lobby immediately following the main entrance, which advises the parents of the translation and interpretation services available to them at PS 5.