Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PS 5X, PORT MORRIS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): ___07X005

PRINCIPAL: MARY M. PADILLA _____ EMAIL: __MPADILL@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____YOLANDA TORRES

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
Mary M. Padilla	*Principal or Designee	Signature Faxed on Original
Blanca Delgado	*UFT Chapter Leader or Designee	Signature Faxed on Original
Inocencia Tolbert	*PA/PTA President or Designated Co-President	Signature Faxed on Original
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Carol Clarke	Member/UFT	Signature Faxed on Original
Roselyn Leuzzi	Member/UFT	Signature Faxed on Original
Evelyn Roca	Member/UFT	Signature Faxed on Original
Efigenia Cepeda	Member/PTA	Signature Faxed on Original
Robert Ellis	Member/PTA	Signature Faxed on Original
Theresa Medina	Member/PTA	Signature Faxed on Original
	Member/	

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

To improve literacy instruction with a focus on revising curriculum maps in readers and writers workshop to align with the CCLS, resulting in improved student outcomes for students in grades Kindergarten through fifth grade as measured by the Fountas and Pinnell Benchmark Assessment administered four times a year.

- By June, 2012 60% of students in:
  Kindergarten will have moved three Fountas and Pinnell levels in reading
  First grade will have moved 4 Fountas and Pinnell levels in reading
  Second Grade will have moved 4 Fountas and Pinnell levels in reading
  Third grade fourth grade and fifth grade will have moved 3 Fountas and Pinnell levels in reading

Comprehensive needs assessment

Data from the NYC Report Card show that 34.2% of grades 3-5 students scored at proficiency on the 2011 NYS English Language Arts exam. The New York State Education Department has indicated that in the school years 2011-2013 that the length of the ELA tests will increase and new performance indicators will be tested. In preparation for school year 2014 when assessments aligned to the Common Core Learning Standards will be administered, all PS 5 students will engage in rigorous instruction aligned to the CCLS. School wide implementation of curriculum that has been aligned to the CCLS will communicate expectations for students, to parents, and teachers.
In order to revise curriculum maps strategically, there is a need for professional development in designing and implementing common assessments to measure student performance against the common core state standards

Instructional strategies/activities

Instruments of measure: June, 2012: Monthly curriculum maps with evidence of revision and alignment to the CCLS

- Provide on-going Professional Development in the CCLS and Citywide Instructional Expectations to all teachers.
- Provide data analysis support
- Attend Teacher's College workshops and utilize Teacher's College consultants expertise
- Provide year long mentoring to new teachers to address instructional and professional expectations.
- Hold interim data talks with principal and individual teachers to discuss and monitor progress towards the end of year goal student reading and writing goals
- Schedule monthly and afterschool common planning meetings with grade leaders, facilitating planning based on results collected from in-house Independent Reading Level sheets
- Establish teacher/Inquiry teams with a focus on planning, instruction, and designing performance assessments aligned to the CCLS
- Monitor, by administration, instructional planning through collection of monthly curriculum maps that evidence planning utilizing data from teacher generated and DOE and formative assessments, and student work products
- Principal and Assistant Principals will evaluate curriculum maps for evidence of utilizing quantitative data from ACUITY Interim Assessments , and Independent Reading Level Sheets when revising curriculum maps
- Evaluate monthly units of instruction and individual lesson plans developed by teachers for evidence of effective differentiated instruction based on analyses of student performance data and alignment with the CCLS
- Provide on-going professional development in looking at student work
- Utilize Rubicon atlas program to guide curriculum map components and as a way to share instructional resources

Strategies to increase parental involvement
Our school will support all 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;
- PS 5's parent coordinator plans monthly parent meetings and workshops on topics ranging from reading at home with your child, preparing for the state assessments to adult literacy. Both the math and literacy coaches hold workshops for parents. The Library Media Specialist has open access periods after school on Fridays for the students and their parents. The range of activities include from obtaining a library card and GED classes to how to read aloud with your child.
- Outside agencies, such as LEAP, provide parent workshops integrating the arts and children's literature. All of the above workshops are conducted in both English and Spanish to meet the needs of our diverse population. In addition, workshops are offered at different times during the day to increase attendance.
- Parents are invited to monthly celebrations, for example publishing parties and math fairs. Parents are also encouraged to attend Family Day, Book Fairs, and PTA meetings. PTA recently held their elections and are brainstorming events with the School Leadership Team inquiry team for the 2011-2012 school year.
- The Leadership After school program are providing parents with 12 workshops that coordinate with the goals of the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- PS 5 abides by the NCLB Act by hiring certified teachers. PS 5 participates in city wide job fairs. This year all qualified candidates were hired through Open Market system and Teaching Fellows for special education candidates.
- All teachers are invited to attend after school and lunchtime workshops and study groups that will focus on differentiation of instruction and data analysis. A professional learning community period which fosters professional development across grades and disciplines is offered weekly for a period on Mondays. Professional Literature is purchased to support this initiative. Per diem days are scheduled to allow teachers to go on inter-visitations, Calendar Days at Teachers College and CFN workshops. Teachers, paraprofessionals, support staff and administrators complete a needs assessment periodically throughout the year. At grade meetings and school wide inquiry teams, teachers reflect on instruction, assessment, and other educational and academic concerns. Teachers also complete reflections on the units of study they are implementing. School Leadership Team analyzes this data and determines how it can be used to better meet our students' needs
- PS 5 has made an effort to abide by the NCLB Act by hiring certified teachers. PS 5 participates in city wide job fairs, NYC Teaching Fellows and Teach for America job fairs. PS 5 canvases universities and college programs for prospective candidates. As of June 2011 all teaching staff were 100% qualified.

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.

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  PS 5 participates in 21st Century Grant Program which:
- provides academic enrichment, and other recreational and enrichment opportunities, such as band, drama, art, and other cultural events for children

- provides life-long learning opportunities for community members
- expands learning opportunities for participating children in a safe, drug-free and supervised environment
- enables PS 5 to stay open longer, providing a safe place for homework centers, mentoring in basic skills, drug and violence prevention counseling
- provides enrichment in the core academic subjects as well as opportunities to participate in recreational activities, chorus, band and the arts, technology education programs and services for children and youth with disabilities

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.

The fiscal and human resources in the form of staffing and OTPS that will be used for this goal are:

Personnel		**OTPS**	
TL Fair Student Funding-	**2,474,589**	**ARRA-RTTT Data Specialty-**	**2,215**
Title I SWP-	**614,491**	**ARRA-RTT Citywide Instruction-**	**5,000**
		TL DYO-	**750**
		TL 1 Translation SWP-	**1191.00**

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

To improve the percentage of lowest third citywide students at the 75th growth percentile or higher in ELA from 50% in school year 2010-2011, to 54.3% as measured by the NYSTP English Language Arts standardized exam administered in April, 2012.

Comprehensive needs assessment

- As reported on the New York City Progress Report category, Closing the Achievement Gap, 50% of our lowest third citywide students measured at the 75th or higher growth percentile which placed them in the top 40% cut off. If the percentage of students increases in this category to 54.3%, that will place their growth in the 20% cut off. This target percentage represents improved student outcomes and growth for our most at-risk students,

Implementation timeline: September, 2011- June, 2012 :

- Collect, record, analyze and document independent reading level on a monthly basis for each student in the lowest third school wide
- Use of Fountas and Pinnell benchmark assessments and running records to ensure appropriate placement in guided reading groups and strategy groups
- Analyze student work (reading and writing) to come to agreement on instructional strategies to be taught (September and ongoing)
- Establish and ensure the use of Common Core State Standards-based rubrics for student writing
- Utilize grade level curriculum maps to guide instruction
- Monitor and revise curriculum maps when indicated by evaluation of student work
- Focus on the application of strategies for reading texts during shared, guided reading, read-alouds and independent reading
- Create individualized student goal setting sheets
- Provide remedial support and additional scaffolding for students who do not demonstrate progress based on end of unit assessments
- Monitor student performance and progress on ACUITY Interim Assessments and in-house generated assessments
- Monitor and analyze I-Zone student performance reports and Scantron Performance Series reports

Strategies to increase parental involvement

Our school will support all 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;
- PS 5's parent coordinator plans monthly parent meetings and workshops on topics ranging from reading at home with your child, preparing for the state

assessments to adult literacy. Both the math and literacy coaches hold workshops for parents. The Library Media Specialist has open access periods after school on Fridays for the students and their parents. The range of activities include from obtaining a library card and GED classes to how to read aloud with your child.

- Outside agencies, such as LEAP, provide parent workshops integrating the arts and children's literature. All of the above workshops are conducted in both English and Spanish to meet the needs of our diverse population. In addition, workshops are offered at different times during the day to increase attendance.
- Parents are invited to monthly celebrations, for example publishing parties and math fairs. Parents are also encouraged to attend Family Day, Book Fairs, and PTA meetings. PTA recently held their elections and are brainstorming events with the School Leadership Team for the 2011-2012 school year
- The Leadership After school program provides parents with 12 workshops that coordinate with the goals of the school.

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.

  - PS 5 abides by the NCLB Act by hiring certified teachers. PS 5 participates in city wide job fairs. This year all qualified candidates were hired through Open Market system and Teaching Fellows for special education candidates.
  - All teachers are invited to attend after school and lunchtime workshops and study groups that will focus on differentiation of instruction and data analysis. A professional learning community period which fosters professional development across grades and disciplines is offered weekly for a period on Mondays. Professional Literature is purchased to support this initiative. Per diem days are scheduled to allow teachers to go on inter-visitations, Calendar Days at Teachers College and CFN workshops. Teachers, paraprofessionals, support staff and administrators complete a needs assessment periodically throughout the year. At grade meetings and school wide inquiry teams, teachers reflect on instruction, assessment, and other educational and academic concerns. Teachers also complete reflections on the units of study they are implementing. School Leadership Team analyzes this data and determines how it can be used to better meet our students' needs
  - PS 5 has made an effort to abide by the NCLB Act by hiring certified teachers. PS 5 participates in city wide job fairs, NYC Teaching Fellows and Teach for America job fairs. PS 5 canvases universities and college programs for prospective candidates. As of June 2011 all teaching staff were 100% qualified.

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.

PS 5 offers Universal Pre-K:

- Two full day pre-kindergarten classes each with a highly qualified early childhood teacher a paraprofessional
- Each classroom has a library center with a large selection of books on a variety of topics
- Each classroom has a "cozy corner" and computer center set up as private spaces in the classroom accessible to all students
- Curriculum maps are being revised to be aligned to the new CCLS for Pre-K students
- Curriculum maps focus on the learning and development of the whole child and include the academic concepts of the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy, as well as for Mathematics
- Lesson and unit designs include differentiations based on students 'social and emotional development providing activities that give meaning to children's experiences in the home, school, and larger community.
- Pre-K Parent Workshops facilitated by their classroom teachers provide school orientation and communicate school-wide expectations for students and parents

Inclusion of pre-kindergarten students and their families in all academic and cultural school wide activities

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.

The fiscal and human resources in the form of staffing and OTPS that will be used for this goal are:

Personnel	**OTPS**
Contract For Excellence- 184, 102 Fair Student Funding- 2,474,589 PreK- 168, 614 TL Parent Coordinator- 32, 388	21 st Century- 36, 841 NYSTL Library- 3215 NYSTL Hardware- 6163 NYSTL Software- 5325 TL Parent Coordinator OTPS- 500

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

To improve the percentage of lowest third citywide students at the 75th growth percentile or higher in math from 33.3% in school year 2010-2011, to 38.0% as measured by the NYSTP Mathematics standardized exam administered in April, 2012.

Comprehensive needs assessment

As reported on the New York City Progress Report category, Closing the Achievement Gap, 33.3% of our lowest third citywide students measured at the 75th or higher growth percentile which placed them in the bottom 60% of students citywide. The percentage of ELLS in this subgroup is 27.7% and the percentage of students in CTT or self-contained special education classes is 33%. This data indicate that improving the progress of our most at risk-students is an area of need.

Instructional strategies/activities

Implementation timeline: September 2011-June, 2012

- Align unit skills to NYS math indicators and set an interim goal of 80% correct for each ELL and SWD student.
- Use student goal setting sheets for each unit that allow students to self monitor their performance and progress towards meeting unit goals.
- Review with classroom teachers and math coach, end of unit item analyses sheets after every test administration, in order to provide timely information about ELL and SWD student progress and performance on unit skills and to plan next steps
- Provide remedial support and scaffolding for students who do not achieve better than 80% correct on any end of unit test.
- Provide feedback and translation services to ELL and SWD students' parents about student progress towards interim goals.
- Assign small group work differentiated by identified ELL and SWD student needs after analyzing student performance data on computer adaptive assessments and I-Zone reports.
- Review ELL and SWD student learning goals to ensure alignment to the more rigorous cut scores for proficiency.
- Provide on-going support by the Bilingual Coordinator in planning lessons incorporating ESL methodologies.
- Plan differentiated instruction informed by frequent formative assessments

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.

Our school will support all 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;
- PS 5's parent coordinator plans monthly parent meetings and workshops on topics ranging from reading at home with your child, preparing for the state assessments to adult literacy. Both the math and literacy coaches hold workshops for parents. The Library Media Specialist has open access periods

after school on Fridays for the students and their parents. The range of activities include from obtaining a library card and GED classes to how to read aloud with your child.

- Outside agencies, such as LEAP, provide parent workshops integrating the arts and children's literature. All of the above workshops are conducted in both English and Spanish to meet the needs of our diverse population. In addition, workshops are offered at different times during the day to increase attendance.
- Parents are invited to monthly celebrations, for example publishing parties and math fairs. Parents are also encouraged to attend Family Day, Book Fairs, and PTA meetings. PTA recently held their elections and are brainstorming events with the School Leadership Team inquiry team for the 2011-2012 school year
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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.
  - PS 5 abides by the NCLB Act by hiring certified teachers. PS 5 participates in city wide job fairs. This year all qualified candidates were hired through Open Market system and Teaching Fellows for special education candidates.
  - All teachers are invited to attend after school and lunchtime workshops and study groups that will focus on differentiation of instruction and data analysis. A professional learning community period which fosters professional development across grades and disciplines is offered weekly for a period on Mondays. Professional Literature is purchased to support this initiative. Per diem days are scheduled to allow teachers to go on inter-visitations, Calendar Days at Teachers College and CFN workshops. Teachers, paraprofessionals, support staff and administrators complete a needs assessment periodically throughout the year. At grade meetings and school wide inquiry teams, teachers reflect on instruction, assessment, and other educational and academic concerns. Teachers also complete reflections on the units of study they are implementing. School Leadership Team analyzes this data and determines how it can be used to better meet our students' needs
  - PS 5 has made an effort to abide by the NCLB Act by hiring certified teachers. PS 5 participates in city wide job fairs, NYC Teaching Fellows and Teach for America job fairs. PS 5 canvases universities and college programs for prospective candidates. As of June 2011 all teaching staff were 100% qualified.

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.

NCLB: PS 5 was awarded a Voluntary Public School Choice Grant for schools in good standing which funds: STEM Afterschool Program/Summer Enrichment Program

- Research shows that a thoughtfully designed science curriculum is a way to overcome the obstacles to learning that children in the South Bronx often face.
- The parent coordinator, assistant principal, math coach, and bilingual coordinator make outreach to parents of locally zoned parents and NCLB VPSC parents
- Planning Instructional strategies that accelerate growth in science content vocabulary and understanding as measured by the New York State Testing Program, and providing opportunities to interact with the new Common Core Learning Standards in mathematics with a focus on the Eight Mathematical Practices
- Increasing the amount and quality of learning time through school based after-school programs and providing integrated, thematic instruction.
- Providing professional development by the math/science coach
- Responding to responses recorded in the 2009-2010 Learning Environment Survey that showed 19% of our parents want their children to experience more hands-on activities.
- Planning instruction which accommodates children's language support and emotional needs, but at the same time, provides challenging and exciting learning experiences.

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.

The fiscal and human resources in the form of staffing and OTPS that will be used for this goal are:

Personnel	**OTPS**
Legacy Teacher Supplement- 82, 907 Contract For Excellence- 184, 102	Rollover NCLB Incentive 13, 800 Rollover NCLB Incentive 3,990 Title II A Supplemental- 111, 413 Title III LEP 15, 724

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	79	79	**N/A**	**N/A**	0	0	7	0
1	65	65	**N/A**	**N/A**	0	0	0	0
2	74	74	**N/A**	**N/A**	1	0	3	0
3	89	89	**N/A**	**N/A**	3	0	6	4
4	88	88	**88**	**88**	5	0	13	0
5	100	100	**100**	**100**	7	0	16	0
6								
7								
8								
9								
10								
11								
12								

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
ELA After-School (Grades 3-5) READ After-School (Grade 1) ESL Saturday Program(Grades 2-5) Extended Morning (Grades 3-5) Tutorial During the School Day (Grades K-5) AIS During the School Day (Grades K-5)	Type of Program/Strategy Used: Tier I intervention which includes differentiated instruction in all ELA lessons and Tier II interventions which includes a pull-out and push-in model where a specific plan is tailored to meet the students' individual needs by using the results of content and skill based assessments. Focus of program is for students at levels 1 and 2. • Kaplan: Essential Skills Foundation, Readers Workshop, Advantage • Reading Street • Comprehension Strategies Kit • Option – Read, Write, Edit, & Listen • CD/Book Fluency Kit • Fundations • Reading Explorer • Cook Shop • READ • Non-fiction Times for Kids • On Our Way to English • LEAP Method of Delivery • Small group • One-to-one Tutoring
Mathematics After-School (Grades 3-5) READ After-School (Grade 1) ESL Saturday Program (Grades 2-5) Extended Morning (Grades 3-5) Tutorial During the School Day (Grades K-5) AIS During the School Day (Grades K-5)	Type of Program/Strategy Used: Tier I intervention which includes differentiated instruction in all math lessons and Tier II interventions which include a pull-out and push-in model where a specific plan is tailored to meet the students' individual needs after analyzing the results of content and skill based assessments. Focus of program is for students at levels 1 and 2. • Exemplars which supports problem solving and communication skills • Kaplan: Essential Skills Foundation, Advantage • Math State Standards Topics • Math Skills Kit Method of Delivery • Small group • One-to-one Tutoring

Science Extended Morning (Grades 4-5) Tutorial (Grades 4-5) After-School (Grades 4-5)	Type of Program/Strategy Used: In addition to the state mandated periods of science instruction students will receive an additional 50 minutes two times a week, in the spring. • Kaplan: Advantage New York Science • Hands-On Science using the FOSS Kits with the aim of vocabulary development • New York State Standard Topics • Center Stage Science Method of Delivery Small group
Social Studies Extended Morning (Grades 4-5) Tutorial (Grades 4-5)	Type of Program/Strategy Used: In addition to the state mandated periods of social studies instruction students will receive an additional 50 minutes two times a week, in the Fall. • Buckle Down New York State Social Studies • New York State Standards Topics Method of Delivery • Small group
At-risk Services provided by the Guidance Counselor During the School Day	Type of Program/Strategy Used: Will provide guidance and crisis counseling services, students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc. • The Teacher's Encyclopedia of Behavior Management • Pre-Referral Intervention Manual Method of Delivery • Small group • One-to-one
At-risk Services provided by the School Psychologist During the School Day	School psychologist will offer services, agency referrals and educational, social and personal services on an as needed basis to at risk students. This service will identify emotional, social, neurological factors that impede on student needs by suggesting additional student support services.
At-risk Services provided by the Social Worker During the School Day	Type of Program/Strategy Used: Will provide counseling services to at risk students, students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress. • Behavior Contracts • Community Building • Push-In Classroom Workshops • Pre-Referral Intervention Manual Method of Delivery • Small group • One-to-one

At-risk Health-related Services During the School Day	Type of Program/Strategy Used: (Open airways)Will provide health related services to assist students learning how to cope with related issues as asthma Method of Delivery Small group, 30 minutes a week

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.

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 1st 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;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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;

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.

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 type here	District 07	Borough Bronx	School Number 005
School Name The Port Morris School			

B. Language Allocation Policy Team Composition ⓘ

Principal Mary M. Padilla	Assistant Principal Maria Falcon Maria Guillermo
Coach Roselyn Leuzzi	Coach Carol Clarke
ESL Teacher Evelyn Roca Sabitree Anirudh	Guidance Counselor David Lenihan
Teacher/Subject Area Miriam Batista/Bilingual 3rd	Parent
Teacher/Subject Area	Parent Coordinator Dana Mercedes
Related Service Provider	Other
Network Leader	Other Jacqueline Valentin/Bil.Coord.

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	2	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	534	Total Number of ELLs	116	ELLs as share of total student population (%)	21.72%

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.

P.S.5 follow steps to initially identify students who may be English Language Learners. Parents fill out the Home Language Identification Survey (HLIS) at registration. The Bilingual Coordinator conducts the initial screening with the parent and the child and administers the HLIS form with the parent. Depending on the results of the HLIS form the student may need to be assessed using the LAB-R within the first 10 school days the child was admitted. These assessments are administered by the Bilingual Coordinator. They are then scored in-house before they are sent to be scored so that students are placed immediately in their appropriate settings. Scoring of these assessments are done by the Bilingual Coordinator and kept filed in the Main Office with a copy of the student's HLIS form. If a student is considered an English Language Learner according to the results of the LAB-R and they are Spanish speaking according to the HLIS form they are then administered the Spanish LAB. Parents are immediately notified of these results. Entitlement letters are sent home and parents are contacted via phone also. Entitlement letters are translated whenever possible for the parent. This is an ongoing process throughout the school year, depending on new admits. In spring, different data documents are examined to obtain the most recent ELL information and modifications for the NYSESLAT. Some of these documents include the list of students eleigible to take the LAB-R/NYSESLAT (RLER), NYSESLAT scores and LAB-R scores (RLAT), and the Test Modification Report (RSPE). In April/May all ELLs are administered the NYSESLAT. In August the results of the NYSESLAT are released and the Principal, Assistant Principals and the Bilingual Coordinator evaluat all English Language Learners to ensure they are palced in the correct setting. Letters are sent home to inform parents of the child's proficiency level and what it means. All information is translated whenever possible and for those languages that cannot be translated we try our best to get a translator to communicate with these parents.

In order to ensure that our parents understand the two program choices at P.S.5 and the three coices available in NYC Public Schools, we hold Parent orientation meetings in October and during the spring, in April parents of English Language Learners are informed during orientation meetings in a large group meeting as well as individually as needed. Parents are informed of the components of the Transitional Bilingual Education program that is implemented in our school for Spanish native speaking students. They also learn about our Freestanding ESL program. They view the video on the various ELLs programs available throughout the city, which is provided by the Department of English Language Learners. They are provided with written information and are invited to visit our Transitional Bilingual Education and Freestanding ESL programs. Afterwards they are given a Parent Survey Form and a Program Selection Choice. All forms are collected at the meeting and the bilingual coordinator and the ESL teacher are present and available to assist with the survey. The Freestanding ESL program is for students that speak languages other than English or for children whose parents have opted to place their Native Spanish speaking child/children in monolingual students. After reviewing the Parent Survey and program selection, we determine the number of students who will be placed in our TBE program and our ESL program. Parents who do not attend this meeting are called by the bilingual coordinator and asked to come in at the time that is most convenient for them. All consultation and communication activities with the parents are gven in their native language language whenever possible; this includes letters, written information and forms. if a parent is not available to come to the school at their own time we conduct a short phone meeting to explain all pertenant information about all programs availability. When parents of Spanish speaking ELLs do not make aprogram choice their children are placed by default in our TBE program. PArents are then notified of this placement by letter and

phone call. Parents of ELLs that speak other languages other than Spanish as their L1 are given the Freestanding ESL program as a choice. Our Transitional Bilingual Education and Freestanding ESL program are in alignment with parental request in grades 2 -5. Grades K and 1 do not have TBE classes because of the lack of parental selection for this program at these grades. This year 5 students in Kindergarten and 7 students in 1st grade were placed in monolingual classess receiving services from the ESL teacher because of low student numbers in the TBE program. The parental program choices show that more Spanish speaking parents 74 compared to 42 parents who chose the Freestanding ESL program (i.e. 57 %) choose the TBE Program. Parents have not chosen a dual language program in the past three years. All parent choice letters, copies of letters sent to parents and information given at the parent Orientation meeting is kept in the bilingual parent binder by the bilingual coordinator.

There are two certified ESL teachers one of which is a pre-kindergarten general education teacher but service the ELL population during extended morning. All of the TBE teachers are bilingual ceertified including the bilingual/AIS coordinator. The Transitional Bilingual Education (TBE) in grades 2-5 is the program model implemented at P.S.5 for our largest language group of (62)Spanish speaking student population whose parents have elected bilingual classes. For students whose L1 is other than Spanish and/or have been placed in monolingual classroom as per parent request we have a Freestanding English as a Second Language program in grades K-5. We currently have a total of 116 English Language Learners , which comprise 21.7% of our total student population of 534. 108 or 93% of our English Language Learners are native Spanish speaking immigrants or born in the United States to parents from Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico and Puerto Rico. The reamaining 7% of our English language Learners speak one of the following languages: French, Twi, Madingo and Soninke.

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): English/Spanish
Dual language program	Yes⊙ No❄	If yes, indicate language(s): N/A

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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	1	1	1	1	0	0	0	0	0	0	0	**4**
Dual Language (50%:50%)														**0**
Freestanding ESL														
Self-Contained														**0**
Push-In	1	1	1	1	1	1								**6**

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Total	1	1	2	2	2	2	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	**Newcomers (ELLs receiving service 0-3 years)**	91	**Special Education**	13
SIFE	6	**ELLs receiving service 4-6 years**	24	**Long-Term (completed 6 years)**	1

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	44	5	1	18	0	1	0	0	0	62
Dual Language										0
ESL	47	1	9	6	0	1	1	0	1	54
Total	**91**	**6**	**10**	**24**	**0**	**2**	**1**	**0**	**1**	116
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			18	15	12	17								**62**
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**
TOTAL	**0**	**0**	**18**	**15**	**12**	**17**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**62**

Dual Language (ELLs/EPs) K-8
Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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	12	13	4	8	6	3								46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1	1			1								3
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other			2			3								5
TOTAL	12	14	7	8	6	7	0	0	0	0	0	0	0	54

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?

P.S.5 has one Transitional Bilingual class in grades two through five. Classes are heterogeneously grouped but teachers group their students within the class according to English proficiency levels (beginner, intermediate and advanced) to better target language structures within a lesson and move students to a higher proficiency level. Based on their English proficiency levels students receive native (Spanish) language arts and English as a Second Language from the bilingual classroom teacher. Students in the TBE classrooms learn about their culture as well as the other cultures in the school community and of ccourse the United States. The purpose is to set up a climate of acceptance where our English Language Learners feel they are part of the community and they understand there new community. Our classess are not departmentalized. Teachers in the TBE classes with a large number of beginning level ELLs spend 60 percent of instruction in student's native language and 40 percent in English. Teachers differentiate their instruction in native language arts based on student's English proficiency levels. Teachers instruct throughout the day in their native language 50% for intermediates and 25% for advanced ELLs. Hence, intermediate ELLs should receive English instruction 50% throuhout the day and advanced students should receive most of their instruction in English, 75%. When teaching the content areas, concepts are taught in the native language and reinforcement of those concepts are done in English. Terminologies are developed in English and contextual meaning clarified. Non core subjects such as art, music, computer lab, and physical education are taught in English using ESL methodologies and scaffolding instructional strategies. ESL is delivered explicitly in the transitional bilingual education program through the classroom teacher. Each teacher is provided with materials to ensure that ESL instruction takes place. Beginner and intermediate ELLs receive 360 minutes of ESL per week while advanced ELLs receive 180 minutes per week. This is achieved throughout the day through differentiated instruction and small group work throughout the day. ELA is delivered explicitly to advanced ELLs for a minimum of 180 minutes per week.

A. Programming and Scheduling Information

Content Area Delivery in the TBE program -Languages are separated

Math
Beginner:50min(NL) &10min(English) Intermediate: 45min(NL) & 15min(English) Advanced: 60min(English)with NL support

Social Studies/Science
Beginner: 35min(NL) & 10min(English w/ESL) Intermediate: 35min(NL) & 10 min(English w/ ESL) Advanced: 35(NL) & 10min(English)

Art/Music/Phys. Ed.
Beginner: 45min(English using ESL) Intermediate: 45min(English using ESL) Advanced: 45min(English)

The second program model also implemented at P.S.5 is our Free Standing English as a Second Language program (push-in/pull-out). This program also provides daily ESl services to children in grades two through Five. ELLs in this program are grouped according to grade and within that group they are grouped according to proficiency levels. Students receive ESL instruction beginner and intermediate ELLs receive a total of 360 minutes of ESL a week(5 times a week 1 hour per day) and advanced students receive a total of 180 minutes of week (4 times a week 45 minutes per day) from the ESL teacher. The ESL teacher provide their students with English instruction using ESL methodoogy and instructional strategies through the content areas. They also utilize Balanced Literacy techniques using the Teacher's College Reading/Writing Project mini-lesson model. The ESL teachers challenge the students by focusing on every student task, which encourages and incorporates high order thinking, reading, speaking, listening and writing, while still making it comprehensible to ELLs. Our ESL students also learn about their culture, other cultures within the school community and the United States. The ESL teacher has flexibility within her schedule to meet with different grade teachers to plan and articulate in order to maximize English acquisition. The ESL teacher infuses ESL strategies into content area instruction that is grade appropriate with a focus in their language proficiency levels. These students are also given L1 support through cognates and/or whenever possible reading materials in their L1 that would help them understand the content being taught in L2. Our ESL teachers refer to the grammar transfer and phonics transfer issues that ELLs might experience from their L1. Ells in this program rceive all content area in English but monolingual teachers are trained at the school level with ESL methodologies by the Bilingual Coordinator to scaffold lessons for ELLs in their classrooms.

Ells are assessed throughout the year in cycles in both English and in Spanish for our spanish speaking ELL population. Ells in grades 3-5 are evaluated throughout the year with the EDL2. This assessment is in Spanish. It tests their reading accuracy, fluency, comprehension skills and writing ability. Grades K-2 use the Fountas and Pinnell Sistema de Evaluacion de la Lectura. This test also assesses student's accuracy rate, fluency, comrehension skills, writing ability in addition to phonics, word analysis and vocabulary dvelopemnt. ELLs in grades K-5 use the Fountas and Pinnell Reading Assessment in English to assess students's accurary rate, fluency, comprehension skills, writing ability, phonics, word analysis and vocabulary. The ESL teacher and the Bilingual AIS instructor use the Rigby ELL Assessment kit. It assesses ELLs in the four domains of: listening, reading, speaking and writing. In addition to this, an ELLs' English language proficiency is assessed in the four core content areas of: English Langauge Arts, Science, Social Studies and Math.

Sife students that are native spanish speakers receive intensive instruction in Spanish. We have purchased materials that assist the teachers in providing SIFE students the extra help they need to succeed academically, such as readers that are high interest low level and age appropriate for SIFE students. SIfE students of languages other then English are placed in the Freestanding ESL program where the ESL Teacher provides intensive English as a Second Language. Academic Intervention Services are given through-out the school day as a push-in model, as small group and one to one if needed by the AIS Bilingual instructor. Small group instruction is given during extended morning and turorial. SIFE students are invited to assist the ELL Saturday program in addition to the regular after school program that is open to ELLs.

Our highest concentration of English Langauge Learners has been in an English school system three years or less. Our newcomers, who have been in a U.S. school system for three years or less will receive rigorous academic instruction in spanish in the major subject areas such as reading, mathematics, science and social studies while they are are acquiring English. Newcomers will be invited to attend the

A. Programming and Scheduling Information

Title III sumer program to assist them in adjusting. The transferability level of kills in Spanish to English is quicker, easier and stronger for newcomers that have a strong native language development. Students that have a low level of literacy in their native langauge will receive intensive instruction. These students are also taking part in the Imagine Learning computer program specialized for ELLS and language dveleopment 2 times a week for 40 minutes each sesion. ELLs in grades 3 to 5 are encouraged to participate in after school programs for literacy and mathematics provided to the general and ELL school population. ELLs in grades 1-5 will also participate in the ELL Saturday program.

Our English Language Learners who have been receiving service for 4 to 6 years will receive academic intervention during the school day during tutorial and extended morning in small group instruction. ELLs in grades 3 to 5 are encouraged to participate in after-school programs in literacy, science and mathematics provided to the general and ELL population for preaparation for the state assessments. They are provided with ESL instruction in the four modalities and stress is given to reading and writing when needed according to the NYSESLAT levels in each subgroup.

Our long term ELLs are provided with academic intervention services form our bilingual ais academic intervervention teacher during the school day as a push-in model. The bilingual classroom teachers also work individually and in small groups with long ELLs in their areas of deficiencies in order to help them succeed with the NYSESLAT as well as other State Exams. These students are mandated to participate in the extended morning and also encouraged to attend after-school programs in literacy, mathematics and science. They are invited to attend the ELL Saturday program.

Teacher's of ELL-SWD's use benchmark books to develop and accelerate English language developement. This is done through reading to

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)
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75%	
50%	
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.

education teacher to meet common core state standards. Instruction is planned together but scaffolding is used to meet students needs.

Courses Taught in Languages Other than English

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;

Native Language Arts	Spanish			

B. Programming and Scheduling Information--Continued

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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?

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READ After-School (Grade 1)
ESL Saturday Program (Grades 2-5)
Extended Day (Grades 3-5)
Tutorial During the School Day (Grades K-5)
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Leadership After-School Program

ELA - English:
Tier I intervention which includes differentiated instruction in all ELA lessons and Tier II interventions which includes a pull-out and push-in model where a specific plan is tailored to meet the students' individual needs by using the results of content and skill based assessments. Focus of program is for students at levels 1 and 2.

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- Exemplars which supports problem solving and communication skills
- Kaplan: Essential Skills Foundation, Advantage
- Math State Standards Topics

Method of Delivery

- Small group
- One-to-one

Tutoring

Science - English and Spanish:
Type of Program/Strategy Used: In addition to the state mandated periods of science instruction students will receive an additional 50 minutes two times a week, in the spring.

- Kaplan: Advantage New York Science
- Hands-On Science using the FOSS Kits with the aim of vocabulary development

B. Programming and Scheduling Information--Continued

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- New York State Standard Topics

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

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.

All teachers, assistant principals, paraprofessionals, ESL teachers and Special Education teachers are provided in school with professional development in English Language Acquisition with Academic Rigor to ensure English Language Proficiency. At the beginning of the year teachers meet in August when needed to help with the transition of new grades and a different population of students. All of our Bilingual and ESL teachers will participate in the school professional development activities based on their grade level during faculty conferences, grade common and new teacher preparation periods and individual and group demonstration lessons within the classrooms. Designated teachers will participate in monthly Teacher College training in literacy and will turnkey. There will also be school specific professional development activities specific for teachers of ELL students offered on a periodic basis on Tuesdays after-school: Differentiated instruction with scaffolding strategies; Reader's Theater, Total Physical Response and the SIOP model for planning lessons. Teachers at P.S.5 participate in inter-classroom visitations, ESL lesson study group and lesson modeling. All meeting agendas and attendance are kept in the bilingual binder and in the school's professional development binder.

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

Transitional Education Bilingual teachers will continue to have a weekly common preparation period where they can discuss program related issues and concerns as well as receive professional development training in areas specific to Bilingual Education, Literacy, etc. TBE teachers also have weekly common preparation periods with the general education teacher on their grade. During this time they can plan and discuss ESL methodologies with the general education teachers to use with their ELLs in their own classroom when needed.

All teachers are invited to attend after school and lunchtime workshops and study groups that will focus on differentiation of instruction and data analysis. Professional Literature is purchased to support this initiative. Per diem days are scheduled to allow teachers to go on intervisitations, Calendar Days at Teachers College and CFN workshops. Teachers, paraprofessionals, support staff and administrators complete a needs assessment periodically throughout the year. At grade meetings and school wide inquiry teams, teachers reflect on instruction, assessment, and other educational and academic concerns. Teachers also complete reflections on the units of study they are implementing. School Leadership Team analyzes this data and determines how it can be used to better meet our students' needs

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100%	
75%	
50%	
25%	

	Freestanding ESL
100%	
75%	

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?

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

P.S.5 will:

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- provide 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;
- PS 5's parent coordinator plans monthly parent meetings and workshops on topics ranging from reading at home with your child, preparing for the state assessments to adult literacy. Both the math and literacy coaches hold workshops for parents. The Library Media Specialist has open access periods after school on Fridays for the students and their parents. The range of activities include from obtaining a library card and GED classes to how to read aloud with your child.
- Outside agencies, such as LEAP, provide parent workshops integrating the arts and children's literature. All of the above workshops are conducted in both English and Spanish to meet the needs of our diverse population. In addition, workshops are offered at different times during the day to increase attendance.
- Parents are invited to monthly celebrations, for example publishing parties and math fairs. Parents are also encouraged to attend Family Day, Book Fairs, and PTA meetings.

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?
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Method of Delivery

- Small group
- One-to-one

Tutoring

Science - English and Spanish:
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- New York State Standard Topics

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?
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4. What Dual Language model is used (side-by-side, self-contained, other)?
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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.

All teachers, assistant principals, paraprofessionals, ESL teachers and Special Education teachers are provided in school with professional development in English Language Acquisition with Academic Rigor to ensure English Language Proficiency. At the beginning of the year teachers meet in August when needed to help with the transition of new grades and a different population of students. All of our Bilingual and ESL teachers will participate in the school professional development activities based on their grade level during faculty conferences, grade common and new teacher preparation periods and individual and group demonstration lessons within the classrooms. Designated teachers will participate in monthly Teacher College training in literacy and will turnkey. There will also be school specific professional development activities specific for teachers of ELL students offered on a periodic basis on Tuesdays after-school: Differentiated instruction with scaffolding strategies; Reader's Theater, Total Physical Response and the SIOP model for planning lessons. Teachers at P.S.5 participate in inter-classroom visitations, ESL lesson study group and lesson modeling. All meeting agendas and attendance are kept in the bilingual binder and in the school's professional development binder.

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

Transitional Education Bilingual teachers will continue to have a weekly common preparation period where they can discuss program related issues and concerns as well as receive professional development training in areas specific to Bilingual Education, Literacy, etc. TBE teachers also have weekly common preparation periods with the general education teacher on their grade. During this time they can plan and discuss ESL methodologies with the general education teachers to use with their ELLs in their own classroom when needed.

All teachers are invited to attend after school and lunchtime workshops and study groups that will focus on differentiation of instruction

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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All teachers are invited to attend after school and lunchtime workshops and study groups that will focus on differentiation of instruction and data analysis. Professional Literature is purchased to support this initiative. Per diem days are scheduled to allow teachers to go on intervisitations, Calendar Days at Teachers College and CFN workshops. Teachers, paraprofessionals, support staff and administrators complete a needs assessment periodically throughout the year. At grade meetings and school wide inquiry teams, teachers reflect on instruction, assessment, and other educational and academic concerns. Teachers also complete reflections on the units of study they are implementing. School Leadership Team analyzes this data and determines how it can be used to better meet our students' needs

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?

All school related information is translated into Spanish since the majority of our English Language Learners are Hispanic. We have a functioning PTA association that meets once a month. They provide information for their members in both English and Spanish. The Parent Coordinator will continue to provide training for parents, address their concerns, and nurture and maintain a close working relationship between our school and parents/community. We schedule meetings for new ELL parents to our school in the fall and spring. The orientation will inform these parents of our school's bilingual and ESL programs, the curriculum for each grade, our administrative and support staff, school arrival and dismissal schedules, regulations and policies, etc. Any new parents of ELL children that are registered after the above-mentioned date will be provided an orientation to our school by the bilingual coordinator as needed on an ongoing basis. Parents of ELLs that continue to be entitled will be informed about their children's status via written communication. Parents of all ELLs will be invited and encouraged to attend all school functions and activities i.e. Curriculum Night, Literacy Night, Test Orientation Parental

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P.S.5 will:

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- provide 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;
- PS 5's parent coordinator plans monthly parent meetings and workshops on topics ranging from reading at home with your child, preparing for the state assessments to adult literacy. Both the math and literacy coaches hold workshops for parents. The Library Media Specialist has open access periods after school on Fridays for the students and their parents. The range of activities include from obtaining a library card and GED classes to how to read aloud with your child.
- Outside agencies, such as LEAP, provide parent workshops integrating the arts and children's literature. All of the above workshops are conducted in both English and Spanish to meet the needs of our diverse population. In addition, workshops are offered at different times during the day to increase attendance.
- Parents are invited to monthly celebrations, for example publishing parties and math fairs. Parents are also encouraged to attend Family Day, Book Fairs, and PTA meetings.

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

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)	9	4	4	3	3	4								27
Intermediate(I)	0	7	13	10	4	12								46
Advanced (A)	3	3	8	10	11	8								43
Total	12	14	25	23	18	24	0	0	0	0	0	0	0	116

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	1	0	2	1							
	I	1	3	3	4	1	0							
	A	0	6	17	3	10	7							
	P	0	5	3	16	5	13							
READING/ WRITING	B	1	4	3	3	3	1							
	I	0	7	12	10	4	12							
	A	0	2	4	10	10	7							
	P	0	1	5	0	1	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	9	3	0	16
4	1	16	3	0	20
5	1	19	3	0	23
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2	1	5	4	7	0	0	0	19
4	0	2	4	11	6	3	0	0	26
5	1	0	8	3	7	0	1	1	21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	3	3	7	0	6	0	1	21
8									0
NYSAA Bilingual Spe Ed									0

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)	5	7	16	11				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

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: The Port Morris School		School DBN: 07X005	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MaryPadilla	Principal		1/1/01
Maria Falcon	Assistant Principal		1/1/01
Dana Mercedes	Parent Coordinator		1/1/01
Evelyn Roca	ESL Teacher		1/1/01
	Parent		12/15/11
Sabitree Anirudh	Teacher/Subject Area		12/15/11
Miriam Batista	Teacher/Subject Area		12/15/11
Roselyn Leuzzi	Coach		12/15/11
Carol Clarke	Coach		12/15/11
David Lenihan	Guidance Counselor		12/15/11
	Network Leader		12/15/11
	Other		12/15/11
	Other		12/15/11
	Other		12/15/11
	Other		12/15/11

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 07x005 **School Name:** Port Morris School

Cluster: 5 **Network:** 551

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

Part A: Needs Assessment Findings

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

Based on our school demographic data, including the school report card, 47% of our population is Hispanic and many of our parents do not speak, read or write English. We have a small poulation that speaks Bengali, Mandingo, French, Soninke and Twi. When students are admitted to PS 5 parents fill out a home language survey. This survey informs us of the home language, be it spoken, read or written. In addition, it informs us of the specific needsof students. Written translation services are essential to ensure effective home school commmunication. All communication sent home from PS 5 is translated into Spanish with many attempts to get the information in Bengali and French. The administrative staff use telephone translation services as needed and requested by parents in need of such services.

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

This survey has indicated that we have a total of 115 English Language learners, 93% of our English Language Learners are native Spanish speaking immigrants. Furthermore, we have other English Language Learners speaking languages other than Spanish. Via Parent Teacher Association meetings parents were informed of the school's findings.

Part B: Strategies and Activities

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

All school bulletins, monthly newsletters, calendars, Parents Bill of Rights and safety plan procedures are provided in Spanish , which is our largest language minority group. We have three french speaking families. They receive information in English and French. Our Bilingual Coordinator Translates all information for our spanish speaking families and our Speech Teacher translates for our French speaking families.We also provide the above-mentioned information to our other ELL parents whose language is other than English in their native language to the extent possible. Translation and interpretation services are posted in the lobby visible for all parents when entering the school. Whenever needed we utilize the translation office.

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

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

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

We scheduled a meeting for our new ELL parents to our school in October 2011. There will also be a Spring meeting in March of 2012. The orientation informed these parents of our school's bilingual and ESL programs, the curriculum for each grade, our administrative and support staff, school arrival and dismissal schedules, regulations and policies, etc. Our school bilingual coordinator will meet with parenst of newly identified ELL students as needed on an ongoing basis. Parents of all ELL's will be invited and encouraged to attend all school functions and activities. The school has signs posted in as many languages as the Department of Education has translated in key areas of the school such as the bullletin board in the main entrance, main lobby and on the wall near the Parent Coordinator's office. We also use telephone translation services as needed and requested by parents in need of such services.

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: The Port Morris School	DBN: 07X005
Cluster Leader:	Network Leader:
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:
Total # of ELLs to be served: 89 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: 5 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 0

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:

English Language Learners in grades 2, 3, 4 and 5 will receive intensive ESL instruction via a Saturday Program. The Saturday Program will run for ten Saturdays beginning February and running through April, 2012 for a total of ten - four hour sessions with five certified ESL/Bilingual teachers. This will be the only program in session on Saturdays and 1 administrator in charge will be needed in the school building. ELLs will further develop their fluency and comprehension. This will be done through Reader's Theater. Students will work on improving oral reading fluency, develop listening skills, develop oral expression and speaking skills, identify character traits, explore voice, mood, and expression as a way to portray character traits, and learn new facts and content knowledge. Reader's theater Nursery Rhymes will be used for ELLs in grade 2 at levels A-E with familiar rhymes and songs. Students will be introduced to themes and topics in science and social studies. This will be done using different types of graphic organizers, such as, flow charts, KWL charts, cause and effect charts, concept webs, graphs, timelines and compare/contrast charts. Students will practice using sentence structures, enhance high frequency words and content vocabulary while reading leveled content area text. Science and Social Studies State standards will be satisfied while addressing the ESL State standards. Our English Language Learners will develop their literacy, academic language and content knowledge using Benchmark English Explorers program. Themes that will be enriched are: World Geography, World Communities, regions of the United Stes, Life Cycles, The Environment and Habitats. Teacher's will also use Rourke Classroom resources: ELL/Oral Language intervention kits. These kits will be used for ELLs who have been in this country for less than three years. This kit contains Lap books and student books which lends for small group instruction or parnter reading and language photo cards with differentiated instructional lessons for different language stgaes: beginning, intermediate and advanced through the dvelelopment of vocabulary and comprehension. In addition On Our Way to English 2010 - differentiated reading instruction strand and oral language development strand will be used This strand focuses on oral language development, reading comprehension strategies and writing. Our Saturday program will provide participants with more intensive instruction in English in order for them to be better prepared for the State assessments in reading/writing using content area materials. It will supplement the regular day instructional program by giving students more opportunities to strengthen and improve their listening, speaking, reading and writing skills in English. Teachers will use highly motivating games(The Learning Well Comprehension Games) to develop concrete, abstract, or critical thinking skills. These games are designed to help students at risk and ELLs providing fundamental practice along with a lot of success to build on. The areas of listening and writing will specifically focus on the data analysis that indicated these components as areas of deficiency in many of our ELL students.The program will be supervised and evaluated by the Principal.

Part C: Professional Development

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:

All Bilingual and ESL Teachers(i.e. Evelyn Roca, Lourdes Rubio, Ingrid Amezquita, Sabitree Anirudh) providing in School Title III enhanced ESL services will be provided with professional development on English Language Acquisition and Academic Rigor according to the Common Core State Standards to ensure English Language Proficiency. They will receive training on the various components of the Readers and Writers Workshop during Teacher College Calendar Days, in-house Teachers College Consultant days for grades K-2 and 3-5. Bilingual and ESL teachers(Evelyn Roca, Marisela Mendoza, Miriam Batista, Olga Jaime, Lourdes Rubio) meet twice a month to discuss ESL strategies and student groups. Professional development will be conducted by the literacy coach (Roselyn Leuzzi) or bilingual coordinator(Jacqueline Gulgar-Valentin). Additional topics that will continue throughout the year will be:

October: Sheltered Instruction/(SDAIE) Specially Designed Academic Instruction in English: Planning and Organizing

November: Thematic Planning; Building academic Language using cognates, organizing functional language and literacy uses

December: Shared reading for English Language learners in the upper grades

January: Assements of ELLs - formal and informal (Analyzing NYSESLAT and the Rigby Ell Assessment:listening speaking, reading, writing)

February: Using Assessment to plan instructon - Next steps, i.e.order of acquisition of grammar, differentiated instruction in listening and speaking, reading activities, phonics and word study

March: Oral language development through content area instruction

April: Guided reading groups

May: Inividual Instruction; private reading lessons for Ells

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Parent and community participation will be conducted during in-schoolwide activities, after school time and Saturdays. Parents of all ELLs will be invited and encouraged to attend all school functions and activities after school i.e. Curriculum Night, Literacy Night, Test Orientation(Math, ELA, Science, NYSESLAT, ELE) and multicultural night. These parent activities will be provided by the school staff i.e. teachers, coaches, bilingual coordinator, assistant principal and principal) in order to keep parents informed of curriculum, madates, assessments, how to help their child at home and building school community. All school bulletins, newsletters, calendars, etc. will be provided in English and Spanish, which is our largest language population. We will also provide the above-mentioned information to our other Ell parents whose language is other than English in their native language to the extent possible. Multiple times during the year parents are given surveys to know how we can better assist them in the meetings. There will be a final luncheon for parents and family members of program participants where students will present their projects via oral/written presentations.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $15,724		
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) • Per session • Per diem	Teacher per session: $9,978.00 Administrator in charge - per session: $2,567.00	Teacher per session 10 sessions x 4 hours = 40 hours 40 hours x 5 teachers = 200 hours 200 hours x $49.89 = $9,978.00 Administrator in charge - per session: 10 sessions x 5 hours = 50 hours 50 hours x $51.34 = $2,567.00
Purchased services • High quality staff and curriculum development contracts.	$0.00	N/A

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $15,724		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	Supplies: $1,200.00 Teaching Materials: $769.00.00 $699.98	Classroom Materials: paper, folders, pencils, crayons, markers, construction paper, folders Learning Well comprehension Games: Complete Reading Comprehension Games for both Red and Blue Levels(Reading levels 2.0 - 5.0) ITEM #: 302934HX Daily Language Centers for grades 2 & 3: Evan -Moor Educational Publishers ITEM#: EMC2812-810: $349.99 ITEM#: EMC 2813-810: $349.99
Educational Software (Object Code 199)	$0.00	N/A
Travel	$0.00	N/A
Other	$500.00	Parental Involvement
TOTAL	$15,713.98	Total Amount