



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME: PUBLIC SCHOOL 5 – DR. RONALD E. MCNAIR**

**DBN (16K005):**

**PRINCIPAL: LENA GATES**

**EMAIL: LGATES@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: EVELYN SANTIAGO**

## 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
Lena Gates	*Principal or Designee	
Shawndel Stewart	*UFT Chapter Leader or Designee	
Terrilyn Gray	*PA/PTA President or Designated Co-President	
Mary Figueroa	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Betty Armstead	Member/	
Shawndel Stewart	Member/	
Wanda Huins	Member/	
Laland Henry	Member/	
Ella Long	Member/	
Angula camacho	Member/	
Alicia Black	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 increase student reading levels with the focus on reading strategies, vocabulary development, methods and activities that will elevate reading levels, improve fluency rates, increase comprehension, develop critical thinking skills and increase student reading materials to include more informational and non-fiction texts for students in grades K-5.

### **Comprehensive needs assessment**

- Students reading levels declined in grade 4.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - . Increase informational text materials in classrooms so that 90% of the classrooms have 50% informational texts available to students
  - Purchase Literacy Common Core Handbook for Students
  - 
  - Practice exemplars (Common Core Material) will be given to students on a weekly basis
  - Monthly exemplars will be edited by teacher teams
  - Teacher inquiry teams will develop an end of the year task for all students
  - Purchase children's magazine subscriptions to enhance informational text materials in classrooms
  - Monthly School-wide assessments
  - Weekly Benchmarks from the Treasures' Reading program and the Pearson's Reading Program
  - Saturday Academy (Title 1 Funding) Grades 3-5 (4 Teachers and 1 Librarian)
  - Increased Monitoring of Student Reading Logs
  - Principal's Book Club Grades 3-5
  - Increase total number of books expected to read on the reading charts
  - Acuity Grade 3-5
  - Label Day K-5 Students bring in labels to read
  - IBM Reading Program (Technology – Based Program)
  - Weekly Progress Reports
  - Teacher's College Reading Program
  - National Urban Alliance (NUA) Critical Thinking Program
  - Friday Read Aloud Program Grades 3-5
  - Book Chain ( Students add books to school chain with every book read)
  - Monitor Library Usage- Monthly Computer Print Outs Showing Student Circulation of Books and Class usage of the Library
  - Weekend Assessments for Home use (Monitored by School Aides)
  - Daily Do Now's
  - Excursions to promote reading and vocabulary development
  - After-school Intervention Program
  - Incentive Program for Research Projects
  - Student Data Collection Folders Highlighting Reading Progress

- Weekly Inquiry Team Meetings
- Conduct the First Literacy Conference for students

**Strategies to increase parental involvement**

- Reformation of our School Leadership team to incorporate more student activities that will include parents in all phases; planning, organization and execution.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy      √   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Programs for students will be implemented with Title I funds to include all students. Title I set aside funds assist us in acquiring the tools and resources needed to make their transition from temporary housing smoother by providing families with supplies and resources. Most educational consultant such as Learning Gardens, NUA, Leader In Me. Provide training and professional development to the teachers as well as direct instruction to the students. It aides in providing multi-strategic process to aide all students in their various modalities of learning.

Evidence of such programs will include but not be limited to:

- Student Monthly Assessments
- Monthly Collection of Exemplars
- Student Reading Logs
- Library Circulation
- Field Trips
- Teacher Assessment Binders
- Student Data Collection Folders/Binders
- Acuity Results
- Formal and Informal Observations
- Agendas/Minutes/Observations of Inquiry Team Meetings
- Attendance Sheets from Saturday Academy and After-school Program
- Weekly Progress Reports
- Classroom library inventory lists



**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**

Student levels on school-wide monthly assessments will increase based on the number of teachers receiving consistent observations linked with immediate teacher feedback that will focus on instruction, inquiry and data analysis to improve instruction.

**Comprehensive needs assessment**

- More collaboration and emphasis on feedback from observation from administrators were not fully developed. Grade Meetings, Teacher Team and peer observations will be scheduled and implemented to provide contact feedback and monitoring of teacher progress.

**Instructional strategies/activities**

- Student levels on school-wide monthly assessments will increase based on the number of teachers receiving consistent observations linked with immediate teacher feedback that will focus on instruction, inquiry and data analysis to improve instruction.

**Strategies to increase parental involvement**

- Reformation of our School Leadership team to incorporate more student activities that will include parents in all phases; planning, organization and execution.
- Saturday Parent Workshops on the common core
- Adelaide Sandford information sessions on the common core.
- Parent Teas, Workshops, Classroom Collaborations

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Programs for students will be implemented with Title I funds to include all students. Title I set aside funds assist us in acquiring the tools and resources needed to make their transition from temporary housing smoother by providing families with supplies and resources. Most educational consultant such as Learning Gardens, NUA, Leader In Me. Provide training and professional development to the teachers as well as direct instruction to the students. It aides in providing multi-strategic process to aide all students in their various modalities of learning.

*Describe your plan for meeting your goal, including staffing, scheduling, and funding.*

- *Staff conference to introduce the new system of evaluation*
- *Teachers will create critical attributes aligned to the rubrics associated with the NYC Competencies*
- *Grade conferences with teachers to discuss rubrics*
- *Meetings with teachers to discuss growth and next steps*
- *Consistent weekly grade meetings to unpack the common core units of study*
- *Weekly inter-class visitations*
- *Monthly Inter-school inter-visitations*
- *Peer weekly meetings*

### **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**

Student levels on the state math assessment will increase based on the increase of academic intervention strategies and instruction based on the common core standards for students in grades K-5.

#### **Comprehensive needs assessment**

- Students math scores in grade 4 was significantly lower than those of students in grades 3 and 5
- During the 2013-2103 school year every student will complete two task bundles in mathematics aligned to the common core standards..

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - Teachers will attend training to instruct children to use mathematic exemplars
  - New math program. My Math
  - Weekly assessments of exemplars will be collected and monitored
  - Common Core Standards will be addressed in staff conferences
  - Exemplars will be graded monthly
  - Grade meetings will assist teachers in planning for student activity
  - Saturday Academy
  - Focus on the Mastery of the Identified Skills
  - After-school Program (Community-based)
  - Creation of Forms to Identify Progress and Need
  - Push In Pull Out Monitored
  - 371/2 Minute Program
  - Weekly Assessments ( Home/School Connection)
  - Drill and Practice
  - Middle School Project (Neighboring Middle School Collaboration)
  - Robotics Program
  - Volunteer After-school Program
  - Principal's Math Initiative
  - Family Math Day
  - Grade Intervention Teams
  - Student Exemplar Study

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

- Reformation of our School Leadership team to incorporate more student activities that will include parents in all phases; planning, organization and execution.
- Saturday Parent Workshops on the common core
- Adelaide Sandford information sessions on the common core.
- Parent Teas, Workshops, Classroom Collaborations

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Attendance Sheet from Grade Meetings
- Monthly Exemplars
- End of the Year Progress Reports
- Monthly School-wide Assessments
- Collection of Student Notebooks and Folders
- Parent meetings, Workshops and student/parent class meetings.

### **ANNUAL GOAL #4 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 #4**

Parent involvement will increase based on the increase of parent activities and structured programs geared toward student achievement.

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#### **Comprehensive needs assessment**

- Learning Environment Survey indicated that communication from school to home needed improvement.
- Low turnout in Parent Teacher Meets, Conferences
- School Attendance not reaching 95%

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

The Aspiring Administrators will work with the parent coordinator and the PTA to develop programs and activities t

- Aspiring administrators along with the Parent Coordinator will meet weekly to devise plans for parent involvement
- Parent Suggestion Box will be placed in the lobby
- Parent Newsletter will be given monthly
- Parent Calendars will be given monthly
- Teacher leaders will hold workshops once a month
- Develop a parent leaders program to assist with classroom communication
- Parent awards given at monthly meetings
- Hold monthly conferences with Learning Leaders
- Parent Homework Help Program with teacher volunteers
- New Executive PTA board
- Teacher/Staff participation in PTA program
- Parent awards will be sent home monthly

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

- Reformation of our School Leadership team to incorporate more student activities that will include parents in all phases; planning, organization and execution.
- Saturday Parent Workshops on the common core
- Adelaide Sandford information sessions on the common core.
- Parent Teas, Workshops, Classroom Collaborations

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

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: Parent & community organization contributions.

**Service and program coordination**

- Use and/or implementation of:

School-based surveys

N.Y.C. School survey

Attendance sheets from meetings and activities

Increase in school/parent activities

Increase Learning Leaders participation

Volunteer Program attendance increase

### **ANNUAL GOAL #5 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 #5**

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

#### **Comprehensive needs assessment**

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

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	SETTS, NUA, RTI, Bundles, Expeditionary Learning, Robinhood Library Technology program	1:1, small group, AIS students	During the school day, Saturdays, afterschool
Mathematics	SETSS, Exemplars, Everyday Mathematics, Robotics	1:1, small group, whole class	During the school day. afterschool, Saturdays
Science	In class FOSS programming, Robotics	Small group, whole class	During the school day, afterschool, Saturdays
Social Studies	In Class City Wide Trade Book Program	Classroom setting, Field trips, technology sources	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SETTS, Counseling, ACS referrals.	1:1, small group, parent sessions	During the school day.

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Creating of team/teacher leaders for the various instructional programs for the school.

National Urban Alliance = Teacher Leaders

Leader In Me – Lighthouse Team

Math Network Instructional Focus- Upper Grade & Lower Grade Teacher Leaders

ELA INetwork nstructional Focus – Lower Grade teacher leads

CITY COLLEGE Engineering Program – Teacher Group

Teaching staff turns-keys information during their grade meetings. Teachers share 5 common preparatory periods each week. Staff is encouraged to attend professional development sessions as well as confer to determine the needs and implementation strategies to utilize with our students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

*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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Margarita Nell</b>	District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>005</b>
School Name <b>Dr. Ronald E. McNair</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Lena Gates</b>	Assistant Principal <b>Kesha Townsel</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Wendy Ashton</b>	Guidance Counselor <b>S. Neblett</b>
Teacher/Subject Area <b>Christina Alicea</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Odolph Wright</b>
Related Service Provider <b>E. Milfort</b>	Other <b>type here</b>
Network Leader <b>Margerita Nell</b>	Other <b>Cynthia Felix</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>415</b>	Total Number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>6.02%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

English Language Learners are initially identified through the Home Language Identification Survey (HLIS ) at registration. The English as a Second Language teacher reviews the HLIS to identify which students are eligible for the Language Assessment Battery-Revised (LABR) testing. Once students are identified they are assessed to determine their fluency in English and placed in the ESL Program if they have not received a proficient score on the LAB-R. Once the students are placed in the ESL Program they receive ESL services throughout the school year. Annually English Language Learners are evaluated using the New York State English as a Second Language Assessment Test (NYSESLAT) to determine their fluency in reading, speaking, listening and writing.

At the beginning of the school year once the new ELLs have been admitted letters are sent out regarding placement and the program choices for their child. The Parent Coordinator conducts a Parent Orientation Workshop which usually occurs during the month of October. Entitlement letters, Parent Surveys and Program Selection forms are generally distributed during this workshop and outreach through phone calls are made to remind parents to return the forms to a contact person at the school usually the ESL teacher. Parents are informed through the placement letters in their native language that their child is placed in an ESL instructional Program. Upon review of the Parent Survey and the Program Selection forms for the past few years the trend in program choices is that parents have requested to have their children placed in the school's Free-Standing ESL Program. The numbers for the Free-Standing ESL Program have been 100% for each child who needs placement. Due to the fact that parents have requested the Free-Standing ESL Program for their children the program model offered at Public School 5 does align with the parent's request.

## 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22			3		1				25
<b>Total</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	3		1	1								8
Chinese	2	2			1									5
Russian														0
Bengali														0
Urdu														0
Arabic		3	2	2	1	2								10
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1									2
<b>TOTAL</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>25</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

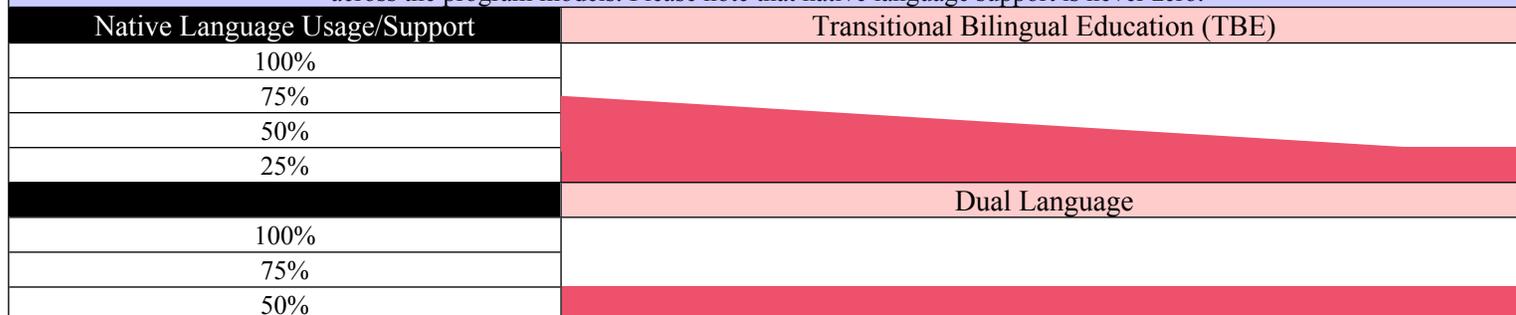
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

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

Paste response to questions 8-17 here

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

<ol style="list-style-type: none"> <li>Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)</li> <li>What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?</li> <li>Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.</li> </ol>
Paste response to questions 1-3 here

<b>E. Parental Involvement</b>	
<ol style="list-style-type: none"> <li>Describe parent involvement in your school, including parents of ELLs.</li> <li>Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?</li> <li>How do you evaluate the needs of the parents?</li> <li>How do your parental involvement activities address the needs of the parents?</li> </ol>	
Paste response to questions 1-4 here	

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	7	3		1	1								16
Intermediate(I)			1	2		1								4
Advanced (A)	1		1		2		1							5
Total	5	7	5	2	3	2	1	0	0	0	0	0	0	25

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
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									0
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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

### 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

<b>School Name: <u>Dr. Ronald E. McNair</u></b>		<b>School DBN: <u>005</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Lena Gates	Principal		1/1/01
Kesha Townsel	Assistant Principal		1/1/01
Odolph Wright	Parent Coordinator		1/1/01
Wendy Ashton	ESL Teacher		1/1/01
	Parent		1/1/01
Christian Alicea	Teacher/Subject Area		1/1/01
E. Milford/ Speech	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
S. Neblett	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

**DBN:** 16k005      **School Name:** k005

**Cluster:** 3      **Network:** Grapevine

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

**Part A: Needs Assessment Findings**

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

P.S. 5 is a pre-k to 5 elementary school located in the area of Bedford Stuyvesant in Brooklyn. The demographics of the school is as follows: 95% black, 4% Hispanic and 1% Chinese. Of the 400 students at P.S. 5 14 of them are English Language Learners (ELLs) and receive English as a Second Language (ESL) services. Of the 9 ELLs 3 are kindergarten, 4 in first grade, 2 in second grade, 3 in fourth grade, and 2 in fifth grade. Of those 14 ELLs, 7 are beginners, 5 are intermediate and 2 are advanced. As students enter the New York City Public School system they are administered the LAB-R exam to evaluate their level of proficiency in the English language. There are three options for ELL students who score low on LAB-R. The three options are Transitional Bilingual, Dual Language and ESL. P.S. 5 offers only ESL services although the opportunity is made available for parents to transfer their child to another school if they prefer a different program within the community. Parents of P.S. 5 whose child does not obtain a passing score on LAB-R tend to prefer the freestanding ESL program. At the end of each school year the ELLs take the NYSESLAT as an evaluation to determine their proficiency in order to exit the ESL program. P.S. 5 provides services to the ELLs through a fully qualified ESL teacher. ESL services are provided in classes through the models of push-in/pull-out. The push-in model is used to support student during the readers and writers workshop periods. During this time ELLs are provided with support within their classroom environment. Through the pull-out model the ESL teacher plans in accordance with the units of study, using conferring notes and assessment to provide individualized and whole group instruction. Newcomers at P.S. 5 are serviced with the intent of providing them with the language skills they need to function successfully in their new country, community and school. Newcomers are place with English speaking peers in an age appropriate environment to offer them language acquisition opportunities and support. The plan for academic language development is to provide students with extra opportunities for support. Such opportunities as Academic Intervention in which teacher push-in to the classroom and provide support for the learning process. The school's plan for long term ELLs is to evaluate their NYSESLAT score to determine the areas most in need of improvement.

At the beginning of the school year once the new ELLs have been admitted letters are sent out regarding placement and the program choices for their child. The Parent Coordinator conducts a Parent Orientation Workshop which usually occurs during the month of October. Entitlement

letters, Parent Surveys and Program Selection forms are generally distributed during this workshop and outreach through phone calls are made to remind parents to return the forms to a contact person at the school usually the ESL teacher. Parents are informed through the placement letters in their native language that their child is placed in an ESL Instructional Program. Upon review of the Parent Survey and the Program Selection forms for the past few years the trend in program choices is that parents have requested to have their children place in the school's Free-Standing ESL Program. The numbers for the Free-Standing ESL program have been 100% for each child who needs placement. Due to the fact that parents have requested the Free-Standing ESL Program for their children the program model offered at Public School 5 does align with the parent's request.

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.

Two subgroups to pay careful attention to are newcomers and ELLs identified as having special needs. Small group instruction and differentiated instruction are used to ensure learning for all ELL students. Audio, visual and tactile instructional strategies are the plans used to enhance learning at various levels using different methodologies.

Native language support is apart of the ESL Program Model through Dual Language books and text written in the student's native language. Required services supports to ELLs ages and grade level with rich learning materials and activities such as instructional games and audio cassette stories. Presently there are no activities offered before the beginning of the school year to assist newly enrolled ELL students.

Professional development is given periodically at the school's regional level for ELL personnel. The ESL teacher is the primary person that attends these meeting and workshops. In school training and workshops is also offered to ELL personnel throughout the school year.

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

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

The organizational model by which instruction is delivered is through the ESL Pull-Out Model. The students are commonly non-verbal upon entrance into the ESL Program. As they move into a verbal stage and into an intermediate level then the Pull-Out /Push-In models can be both implemented. Students are pulled out of their classroom by the ESL teacher for one period a day mostly by grade level; some by their proficiency level. Students received the mandated number of instructional minutes for Advanced and Intermediate of their 180 minutes; while Beginners receive 50% of the mandated 360 minutes. The content areas are taught in the Pull-Out Model in written text. In order to make content comprehensible students will use Accountable Talk that is meaningful about the content of the text and its connection to their lives in order to enrich language development.

If the need for a translator for written text exists , the parents will be notified by progress reports, written letter, and formal meeting at the school.

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.

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During the assessment phase of the year an outside contractor (The BIG Word) will provide oral translation and written transcription services in order to assist with the modifications assigned to that student.

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>.

Parent involvement is active in the school community and accessible to ELL parents. Parents of ELLs are encouraged to attend Parent workshops which offer resources and information about the school and services outside of the school building. The Parent Survey distributed annually gives the school the ability to evaluate the needs of the parents. Parental involvement activities addresses the needs of the parents in that it gives parents resources within the community they can use to help themselves and their children. There are no specific Community Based Organizations within the local school area that provides services for ELL parents due to the fact that the ELL population is minute.

After reviewing and analyzing the assessment data patterns across proficiency levels on the LAB-R and NYSESLAT what is revealed is that ELLs struggle with reading and writing skills. As a result rigorous reading and writing strategies are taught to students in all grades to increase their proficiency levels. Independent reading is encouraged to build stamina as well as Shared Reading to build fluency.

In the advent a child needs translation services, a copy of the students progress and explanation of the need will be forwarded to the parent. A meeting to discuss the current progress as well as the parents willingness to have a translator