



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 5 THE HUGUENOT SCHOOL

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

PRINCIPAL: LISA ARCURI

EMAIL: LARCURI@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Arcuri	*Principal or Designee	
Debra Camputaro	*UFT Chapter Leader or Designee	
Debra Mirabella	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tina Montalvo	Member/Teacher	
Jennifer Fioribello	Member/Teacher	
Lisa DeRosa	Member/Teacher	
Kristine Paronich	Member/Parent	
Aaron Bogad	Member/Parent	
Marissa Amato	Member/Parent	
Rosanne Catalano	Member/Parent	

** 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

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

By June 2013, 100% of students (211) in Grades K-5 will be assessed in all reading and writing units of study using baseline/pre-assessments and benchmark tasks biweekly for reading and biweekly for writing. At the end of each reading unit of study, a differentiated culminating task will be given to students. All reading and writing benchmark tasks will be graded using a rubric.

Comprehensive needs assessment

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

According to our last progress report, although our students perform very well on standardized tests they lack progress. In order to move our students to the next level our teachers need to continue to use data to set interim goals and make on the spot adjustments to the curriculum so that all learners are being challenged.

Instructional strategies/activities

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

Instructional Strategies/Activities: (a-c) Strategies, activities, personnel, resources and teacher decision making

Teachers will look at their reading and writing units and make decisions as to *what* skills should be assessed within a unit of study and *when* benchmark assessments should be given to determine what was learned and whether enrichment or remediation is necessary. Data collected from these pre-assessments and benchmark tasks will enable teachers to modify curriculum within units of study and prioritize their time. In order to differentiate, teachers will determine which students are assessed with the High, Medium, or Low culminating tasks which is based upon student's performance on benchmark tasks. All of the data collected from pre-assessments and benchmark tasks is recorded on our "PS 5 Formative Task Log" and analyzed with classroom teachers as well as the instructional team which includes the principal. The principal has structured an additional common prep time called "Data Review" once per month on each grade within the schedule so that teachers on a grade level can identify trends and norm grading procedures. 100 % of students in grades K-5 will be assessed using baseline/pre-assessments prior to each unit of study, benchmark tasks during each unit of study, and a final culminating task which gives access to rigorous thinking to all students. The "*Formative Task Log*" is collected for review and analysis by teachers and the instructional team two times throughout each unit of study to evaluate the effectiveness of their instruction and make modifications if necessary.

Instructional Strategies/Activities: (d) Timeline

By January:

Grade	Number of Baseline/Pre-Assessment Tasks in Reading & Writing	Number of Benchmark Tasks in Reading & Writing	Number of Culminating Differentiated Tasks in Reading & Writing
Kindergarten	3 out of 6	10 out of 24	2 out of 6
First	3 out of 6	10 out of 24	2 out of 6
Second	3 out of 6	10 out of 24	2 out of 6
Third	3 out of 6	10 out of 18	2 out of 5
Fourth	3 out of 6	10 out of 18	2 out of 5
Fifth	3 out of 6	10 out of 18	2 out of 5

By June:

Grade	Number of Baseline/Pre-Assessment Tasks in Reading & Writing	Number of Benchmark Tasks in Reading & Writing	Number of Culminating Differentiated Tasks in Reading & Writing
Kindergarten	6 out of 6	24 out of 24	6 out of 6
First	6 out of 6	24 out of 24	6 out of 6
Second	6 out of 6	24 out of 24	6 out of 6
Third	6 out of 6	18 out of 18	5 out of 5
Fourth	6 out of 6	18 out of 18	5 out of 5
Fifth	6 out of 6	18 out of 18	5 out of 5

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.

After teachers administer and analyze pre-assessments, goal letters are sent home to parents so that they are aware of the skills and strategies their children will be learning at various points in the school year. The principal's monthly newsletter to parents outlines the common core learning shifts that are reflected in the student's literacy and math goals. In the newsletter parents are given examples of ways to help support their child's learning.

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).

Fair student funding will be used to pay teachers for their work during the regular scheduled day as well as professional instructional materials to support reading and writing curriculum development. Our support network, CEI-PEA pays for the professional development we will continue to receive by their instructional support staff and will also pay for a series of professional development days where Karen Caine, author of the published book *Writing to Persuade* will advance our writing pedagogy. One non-attendance day will be applied for teachers to work on creating benchmark tasks as well as extra common preps built into the schedule.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 100% of students (211) in grades K-5 will be assessed in math units that are fully aligned to the Common Core Learning Standards. In compliance with DOE initiatives, at least two units in each grade will include benchmark tasks and a differentiated culminating task. 85% of the 211 students will successfully complete each math unit as evidenced by our end of unit assessments.

Comprehensive needs assessment

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

After analyzing student assessments which include end of unit assessments, item analysis of the NYS Math Exam, and Acuity Baseline Assessments, we identified where there are gaps in the math curriculum and created a plan to fill in these gaps. Teachers in grades 3-5 identified areas where there are gaps between the expectations of the CCLS and the Everyday Math Curriculum. As a school we decided to roll out a new math program, Math in Focus to grades Kindergarten through grade 2 in order to provide the teachers with a program that is fully aligned to the Common Core Learning Standards. This program will roll up to grade 3 next year and add grades 4 and 5 over the following years.

Instructional strategies/activities

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

Instructional Strategies/Activities: (a-c) Strategies, activities, personnel, resources and teacher decision making

In order to fill in gaps between the expectations of the Common Core Learning Standards and the Everyday Math curriculum, teachers in grades 3-5 will work in teams to align the curriculum with the recommended instructional time for (Major Work, Supporting Work and Additional Work) published by the DOE. Teachers will create a pacing guide in order to prioritize the major work and embed scaffolding as it becomes necessary. Kindergarten through Grade 2 teachers will continue to receive a full day of Math in Focus professional development provided by the network once per month to become experts in the implementation of the new program. Since the Math in Focus program is completely aligned to the CCLS, teachers will use the tasks, enrichment, remediation and problem solving components of the program to differentiate the learning. The principal has designated that teachers in Grades K-2 focus their inter-visitations this year on modeling math lessons to give feedback to colleagues on executing the structure of the new math program. Teachers in grades 3-5 are working in teams to utilize

resources such as Think Central and Engage NY to make decisions about where to embed more problem solving tasks and scaffold learning that was not included in the Everyday Math curriculum the year before.

Instructional Strategies/Activities: (d) Timeline

By January, 100% of students (211) in grades K-5 will be engaged in learning common core aligned math units. A minimum of one of these units will include a benchmark task and a culminating task in compliance with the DOE initiatives. 85% of all students (179) will successfully complete the end of unit math assessment for each unit.

By June of 2013, 100% of students (211) in grades K-5 will have been engaged in the learning of all Common Core aligned math units. Two of these Common Core aligned units will have included benchmark tasks and a culminating task. 85% of all students (179) will successfully complete all end of unit math assessments.

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.

Parents will be invited to a series of workshops to help them understand the new math shifts and to give them strategies to support their children with math homework. Teachers in grades K-2 invited parents to participate in a Math in Focus lesson with their children during the school day. Also, as mentioned in Goal #1 the principal provides information on the new math shifts via monthly newsletters.

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).

Fair student funding will be used to pay teachers for their work during the regular scheduled day, professional instructional materials and the Math In Focus program. We have joined funds with other schools in the network so that we each can afford to send our K-2 teachers to a common grade workshop each month on the Math In Focus program. In addition, our support network, CEI-PEA pays for our Math Instructional Specialist, Naomi Simpson to work with all of our teachers in the creation of rigorous math tasks.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all literacy and math units will have an item analysis overview which is sent home to the parents. Over 80% of parents will agree or strongly agree to the following statement on the Learning Environment Survey: “The school clearly communicates its expectations for my child’s learning to me and my child.”

Comprehensive needs assessment

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

According to our latest Learning Environment Survey the area of communication scored the lowest out of four areas giving us a score of (8.8). Upon discussing this further with parents we realized the need to give parents more information regarding student performance.

Instructional strategies/activities

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

Instructional Strategies/Activities: (a-c) Strategies, activities, personnel, resources and teacher decision making

In order for parents to have clear understandings of the skills their children are being assessed on, teachers are creating assessment overviews for each unit of study in both math and literacy in grades K-5. Teachers will translate common core language into parent friendly language and provide a clear description of each item assessed. This item skills analysis will also serve as a study guide for parents and will be posted on our school website for parents to access in advance of the assessment. Teachers on all grades including clusters will be involved in the creation of these assessments. Teachers designed the overview coversheet to include information that they thought would be most valuable to the parents. For example, how many points their child received out of the total possible points for each question.

Instructional Strategies/Activities: (d) Timeline

For literacy, in grades K -5 three overview assessment coversheets will be created and distributed to parents by January 2013 and all units (six for K-2 and five for grades 3-5) will be created and distributed by June of 2013. In math six assessment overview coversheets will be created and distributed by January in grades K-5. All math assessment overview sheets (K-5 varies in the total number of assessments) will be created and distributed by June 2013. Upon distribution of the Learning Environment Survey, 80% or more parents will have agreed or strongly agreed that the school communicates clear expectations about their child’s learning.

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.

Parents communicated the desire to have a more detailed outline of the types of questions students were asked on assessments so that they could better support their children at home. Implementing parent suggestions is a strategy our school uses to get parents involved. Parents are asked to sign the assessment overviews as a means to ensure that they have reviewed their child's performance.

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).

Fair student funding will be used to pay teachers for their work during the regular scheduled day.

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	Linda Mood Bell Reading Comprehension program, Sondag decoding and fluency program, Reading Recovery Methodologies as well as Guided Reading with a specific reading skill strategy.	Extended Day Tier 2 and Tier 3 small groups and one on one delivery.	After school on Tuesdays and Wednesdays and pullout groups during the school day.
Mathematics	Reteaches with remediation lessons from the Math in Focus and Everyday Math programs.	Extended Day Tier 2 and Tier 3 small groups and one on one delivery.	After school on Tuesdays and Wednesdays and pullout groups during the school day.
Science	Harcourt NYC program	Small group work with differentiated extension menus.	Differentiated instructional groups during the day.
Social Studies	Houghton Mifflin Harcourt NYC program.	Small group and one on one work.	Differentiated instructional groups during the day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	This school has a psychologist and social worker that work with students one day a week. Additionally we have an Occupational Therapist and Speech Providers that work with students three times per week.	Small group and one on one	After school on Tuesdays and Wednesdays and pullout groups and one on one instruction 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.

One hundred percent of our teachers at PS 5 are highly qualified. In addition to our School-Wide Professional Development Plan which provides support for teachers in meeting City-Wide Initiatives and School Wide goals all teachers at our school have individualized professional development plans. These plans were developed utilizing principal observations as well as personal goals set by each teacher for the school year.

**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.

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
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 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.

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
2012-13**

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 Deborah Maldonado	District 31	Borough Staten Island	School Number 005
School Name The Huguenot School			

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

Principal Mrs. Lisa Arcuri	Assistant Principal None
Coach None	Coach None
ESL Teacher Ms. Nancy Torres	Guidance Counselor Mr. Stuart Cutler
Teacher/Subject Area Mrs. Linda Vacirca/Sp. Ed tr.	Parent Mrs. Deborah Mirabella
Teacher/Subject Area Mrs. Angela Gianino/tr.	Parent Coordinator Mrs. Maureen Accardo
Related Service Provider Mrs. Tarantola/IEP tr.	Other N/A
Network Leader Nancy Ramos	Other N/A

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	1	Number of certified bilingual teachers	0	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	211	Total Number of ELLs	2	ELLs as share of total student population (%)	0.95%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

The LAB-R is administered to those students new to the New York City Department of Education which may possibly be ELLs. It accurately measures the students' English language proficiency. Students that are identified as Spanish language speakers on the HLIS, are administered the Spanish Lab-R only after they did not pass the English version of the Lab-R. Based on the scores of the LAB-R, a student is identified as an ELL or not. English Language Services are then provided by the ESL teacher. Whenever a new student is admitted to PS 5, the school secretary informs the ESL teacher, so that all documentation in the students' permanent record can be checked for LEP status. The ESL teacher also periodically runs a RADP report from ATS to look for new admits as a support/back up to the school secretary. The ESL teacher checks the Exam History reports available through ATS, for the LAB-R and NYSESLAT scores of those students that appear on the RADP and RLAT as having a language other than English. This is done to determine if the students have already tested out of the ESL program and whether or not they are entitled to testing accommodations as mandated for ELLs for up to two years after having tested out of the ESL program. Based on the students' exam history, the ESL teacher can readily identify whether or not the student is an ELL. The records of all ELLs that transition from schools due to grade promotion or relocation

are reviewed by the secretary at PS 5, as well as the ESL teacher for supporting documentation to determine the ELLs' participation in the ESL program and also their language proficiency level. Students identified as ELLs are serviced by PS 5s' ESL teacher, who is certified by New York State as a qualified English as a Second Language instructor. All students identified as ELLs and that participate in the PS 5 ESL program, are administered an annual exam (NYSESLAT) which provides the opportunity for the ELL to test out of the ESL program. The results of the NYSESLAT also provide crucial data to the ESL teacher regarding ELL student performance and English linguistic abilities.

2. The structure implemented at PS 5, to ensure that parents understand all three program choices is a thorough introduction and explanation within a Parent Orientation, held in the first month of school, and as new ELLs are admitted into PS 5. A letter is sent to the parents of the children who are identified as ELLs, inviting them to the orientation. The orientation is jointly presented by our ESL teacher, and our PS 5 Parent Coordinator, Mrs. Maureen Accardo. The three program choices, Transitional Bilingual Education, Dual Language and Freestanding ESL are reinforced with a video, provided by the DOE. The parent has the option to view the video in English or their home language. Parents are informed that if Transitional Bilingual or Dual Language program is chosen, their child will be transferred to a school that offers the specific program. They are also made aware that school bus transportation services may not be available from the school that offers the programs and that their child's transportation to and from the other school will be the parents responsibility. After viewing the video, a survey is distributed that asks the parents to state the program of their choice for their child's language instruction. Parents are advised that if they do not make a choice, they will automatically be considered as haven chosen the Transitional Bilingual Education program as mandated by CR Part 154. Parents that do not attend the orientation are provided with a link to the orientation video located in the New York City Board of Education website. They are also provided with the survey and program choice letter, in both English and in their home language. These parents are asked via a letter and a phone call, to watch the video, make the program selection, complete the survey in the language of their choice, and return both the program selection letter and the survey to Ms. Torres, the ESL teacher, within a timely manner. Parents that do not submit the program selection letter and survey by the date requested are called by telephone a second time, by the ESL teacher, and are asked to communicate with the ESL teacher or Parent Coordinator for a time and date in which they may be able to set up a private orientation at PS 5. Parents that reject this offer are then advised by phone either by the ESL teacher or Parent Coordinator. They are provided with verbal information about the three programs and advised accordingly. These parents then make verbal program choices for their child's language instruction, however, these parents are not provided with a survey form. In the event that PS 5 acquires the required number of 15 students within two grade levels and of the same first language, then a Transitional Bilingual or Dual Language program will be implemented. In this case, the parents of the ELLs that had originally opted for these programs would be notified in writing and by phone by our ESL teacher and or Parent Coordinator.

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

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

5. After reviewing the parent survey and program selection forms for the past four years, we have found that the trend in program choice is the English as a Second Language (ESL) program. In the school year 2009 -2010, PS 5 had 5 ELLs of which all 5 parents selected the ESL program. In the school year 2010-2011, PS 5 had 2 ELLs of which 2 parents selected the ESL program. In the school year 2011-2012, PS 5 had 3 ELLs of which the parents of all 3 ELLs selected the ESL program. In the current school year of 2012-2013, PS 5 has 2 ELLs. Of the 2 ELLs, 2 parents have selected the ESL program as the program of their choice for their child's language instruction.

6. For the past four years, the trend in parents' program choices has been the English as a Second Language (ESL) program, therefore, the ESL program offered at our school is aligned with what parents are requesting. In the event that a selection has not been made by

an ELLs parent, then PS 5 will have to advise the parent that the default program selection is the Transitional Bilingual Education program (as per CR Part 154), and that the Transitional Bilingual Education program is not offered at PS 5. The parent will then be advised of a school which does offer the Transitional Bilingual Education program so that they may enroll their ELL at that school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	8	0	0	0	0	4	0	0	0	0	0	0	0	12
Total	8	0	0	0	0	4	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0

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	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	1	0	0	0	0	0	0	2
Total	2	0	1	0	0	0	0	0	0	2

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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													

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	1													1
Chinese														0
Russian														0
Bengali														0
Urdu						1								1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	0	0	0	0	1	0	2						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

4. Parents of ELLs in the testing grades of 3 - 5, are informed that all NYS exams can be administered, if they so choose, in their native language, with the exception of the ELA, for those students not exempt from the ELA. ELLs are also asked how comfortable they feel reading and writing in their native language. Thus far, all ELLs in current and recent years have opted to take the NYS exams in English.

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

ESL instruction for ELLs in the ESL program for less than 3 years (newcomers) is a teacher created plan based on the students' needs such as vocabulary acquisition, grade appropriate academic proficiency, and school social and cultural norms. To comply with the No Child Left Behind mandate of ELA and Math testing, ELLs in the 3 years or less subgroup receive ESL instruction that correlates with the ELLs grade level curriculum. These ELLs receive ESL instruction according to their mandated number of minutes as determined by their scores on the previous years New York State English as a Second Language Achievement Test (NYSESLAT). Data from the NYSESLAT is used to determine the area of weakness for these ELLs. Instruction is geared to enhance the skills that the ELLs received a limited proficiency score on. According to the data, most newcomers score low on reading and writing. These skills are targeted via thematic units in which literature from various genres is used to focus on certain grammar skills and to produce written responses from. Newcomer ELLs receive instruction that targets arithmetic concepts via various genres that allow for vocabulary enhancement in mathematical terms. Literature that builds background knowledge in Social Studies and Science are also utilized to better familiarize and prepare the ELLs for test taking practices.

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

- Push-in / Pull-out intervention day programs which include National Geographic literature, Hands on vocabulary enhancement activities, and methods that foster learning and self correcting.

- After school programs

- Communication between classroom teacher and ESL teacher

- Teacher - student conferencing

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

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

A. Programming and Scheduling Information

Placing the child in the least restrictive environment where appropriate (CTT or mainstream)

Push-in services

School Assessment Team (SAT)

SETSS

6. ELLs that are also SWD (Students with Disabilities), receive ESL instruction utilizing a variety of instructional materials such as realia and more hands on approach, as well as a variety of methods such as TPR and modeling. This form of instruction provides access to academic content areas and accelerates English language development.

7. The use of the curricular at PS 5 for ELLs that are SWDs is the same as the NYS mandated curricular for the students' grade level. Realia and other manipulatives are introduced to facilitate comprehension of the lesson at hand, as well as other instructional materials and methods. Flexibility in scheduling exists in when the schedule for ESL instruction is being created, it is centered around the ELLs' that are also SWD, to ensure that the particular ELLs are serviced the mandated number of minutes according to the ELLs English proficiency level. Consideration is given to the place that the ESL instruction will be given, to create the least restrictive environment for the SWD ELLs, as well as the group size of ELLs that the instruction will be provided in, in accordance with the SWD ELLs' IEP.

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

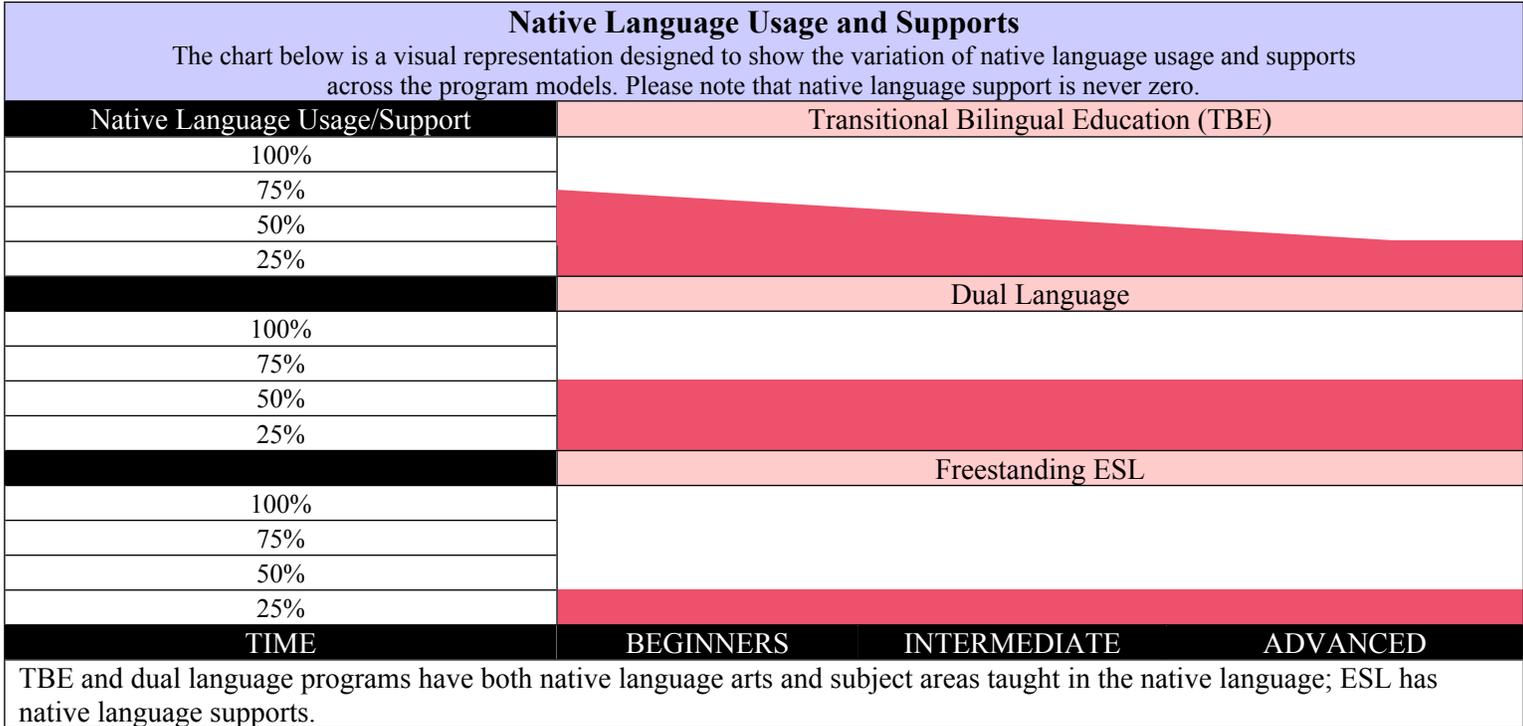
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	n/a			
Social Studies:	n/a			
Math:	n/a			
Science:	n/a			

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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

8. Targeted intervention programs for ELLs in ELA, math, and other content areas are offered in English at PS 5. All lessons are based on a balanced literacy method, including read aloud, shared reading, reading and writing workshop, as well as the use of scaffolding techniques, graphic organizers and pre-teaching of vocabulary. For the math subject area, PS 5 introduces specialized vocabulary, manipulatives and visual cues, small group activities - for all ELL subgroups, integrated with literature and clarified directions are utilized. The Science subject area focuses on small cooperative learning groups for all ELL subgroups, integration of non-fiction science genre into the balanced literacy program, hands-on approach, and implementation of Science Standards Curriculum in all science lessons. We provide students with more research opportunities through the incorporation of technology. The Social Studies subject area provides ELLs with more research opportunities through technology, project based lessons, non-fiction social studies genre literacy materials, familiarization with primary source documents, and thematic units that correlate with the New York State Social Studies Curriculum as well as with the classroom teacher. All content area subjects are being infused via literature that are rich in academic vocabulary and that provide opportunity for English language acquisition. All grammar mini lessons are taken from the guided reading as well as teacher prepared materials. The Linda Mood Bell program is taught after school to strengthen verbal skills and enhance vocabulary. This is open to all students including ELL subgroups. All intervention programs at PS 5 are offered in English.
9. The students that test out of the ESL program are provided with two years of extended-time support by the PS 5 test administrator. They are also notified that they can receive up to two years of transitional support by the ESL teacher as well as Academic Intervention Services (AIS). AIS services are available for all students regardless of whether or not they are or have been ELLs, and regardless of the number of years they have been registered at PS 5 or any other New York City Board of Education Public School.
10. PS 5 has voted for and agreed on a school-day schedule that starts and ends at the same time everyday, but that allows two days of Extended Time of instruction for students with extra academic instruction needs. Test prep classes at PS 5 are held on Saturday mornings and Monday and Friday after school. The School Enrichment Model (SEM) is another recently incorporated program at PS 5. Each grade selects the day and time of the week to engage the students in the SEM classes. These classes are geared to enhance the students academic experience by exploring a topic in depth. The teachers incorporate the arts and technology in a hands approach. The students create a project which is later displayed and offered to the parents of the students in a school wide fair to promote parental involvement and student participation. This also promotes and enhances student self-esteem. These classes will be different from last year because the teachers are encouraged to engage the students in different activities from those of the previous year. Activities in subject areas are aligned to the Common Core Learning Standards. The SEM program is available to both ELLs and monolingual students. It is expected that these classes will improve student acquisition of subject area vocabulary and understanding.
11. PS 5 provides its' students including ELLs, with a variety of programs and services all of which are rich in academics and therefore, will not be discontinuing any of its' current programs and services.
12. All programs offered at PS 5 are open to all students of PS 5, regardless of grade, academic level, or English language proficiency. Notices sent home introducing any programs at PS 5 are sent home in English. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language. In this manner, PS 5 has assured that all parents or caregivers of its' student body are made aware of all programs and events taking place at PS 5 and thereby has afforded equal access to all ELLs for all school programs. Programs include but are not limited to the Saturday Academy program which focus on academic enhancement. The program runs once a week for approximately 4 weeks, at an hour and a half each meeting time, and is open to current ELLs, former ELLs, specifically to students of PS 5 that are currently in testing grades - 3 to 5. The Saturday Academy program focuses on literacy and

mathematics. Literature that reflects non fiction as well as fiction and which is appropriate for grade level, state testing is read and discussed by the students. Vocabulary, comprehension, reading and writing skills are enhanced. Test taking strategies are practiced. This program runs for an hour and a half. ELLs that participate in this may find it to be academically enhancing and thereby are considered as supplemental services for the ELLs. This program is taught by Certified Teachers.

13. Instructional materials used to support Beginner and Intermediate ELLs are: Multicultural literature, Author study books: Eric Carle, Leo Lionni, Margaret Hiller, Non-fiction information texts, Poetry, Audio listening centers: read aloud, read alongs, and music, technology: PBSkids.org, Starfall, Smartboard activities. Instructional materials used to support Advanced ELLs and ELLs in the testing grades include: Non-fiction literature: National Geographic, the local Newspapers, Scholastic news for kids, Technology: National Geographic website, Read alouds, read alongs, and music, and Poetry.

14. PS 5 exercises the ESL program model. Native Language instruction is used strictly for the newcomer ELLs that speak zero English language and that appear to be experiencing levels of frustration as well as possible loss of self esteem. In these instances, the ESL teacher, with the use of a computer, will reach out to the ELL by doing a search of that students' country. The "Images" prompt of the internet is used as opposed to the literary version of the search. The student is then encouraged to identify and share his / her knowledge of the images. The ESL teacher helps the student by stating the word of the images in English that the student has identified either by TPR or verbally. Sometimes, the ESL teacher may ask for the help of another student or staff member that speaks the same language as the zero English language ELL, to communicate with the zero English language ELL but only for one word or short phrase translations. These zero English language ELLs are encouraged to draw a response to the lesson on hand and to write a one word or simple phrase describing their drawing. The writing can be done in their Native Language and then translated to English collaboratively with the ESL teacher. The students' writing if not in English, is then asked to be written in English on the same paper that the student wrote in their Native Language. This is done to promote a bridge or relationship between the two languages (the students Native Language and English), to help foster learning of the English language, to promote communication, to facilitate understanding of a topic, to encourage acceptance of the ELL, and to help build the ELLs self esteem. Native Language instruction is also provided via Native Language literature in the classroom library. English language communication either by visuals, manipulatives, or TPR is expected from all ELLs in the ESL program.

15. PS 5 implements an ESL program that corresponds to the ELLs age and grade level as closely as possible. The ELLs are grouped in accordance with the English language level that the ELL scored under either from the LAB-R or the NYSESLAT. The ESL schedule however, complements the classroom teachers' schedule and often ELLs are grouped together across English language proficiency levels. This occurs only in the rare instance that there may not be any margin in the ESL schedule. Differentiated instruction is provided for the ELLs that may happen to be in a non homogenous group. More often, PS 5s' ELLs are grouped together across varying grade and age levels but that are of the same English language proficiency level.

16. In May, 2012, parents of newly registered Kindergarten students were invited to PS 5 for a Kindergarten Orientation. Informational presentations were made by the Principal, Parent Coordinator, School Nurse, ESL teacher, and PTA President. Kindergarten Handbooks were distributed to all who attended and mailed to parents who were not in attendance. The handbook contained general school information and procedures, Kindergarten Goals, Readiness Checklist, School Supply list, Arrival and Dismissal procedure, and Activity Calendars for June, July and August . Parents were welcomed to the school, provided with pertinent information and were afforded the opportunity to ask questions.

17. ELLs at PS 5, that are at the Zero English language level, or Beginner English language level, are encouraged to communicate in English, but may elect to communicate in their native language so long as they support the communication by retelling it or presenting it in another genre.

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

PS 5 does not use the Dual Language Program.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Professional development (PD) is offered to all common branch teachers, subject area teachers, support personnel, service providers, school nurse, Paras and parents at PS 5. All school personnel of PS 5 were made aware at the September 4th PD of the difference in cultural norms of the incoming school years' ELLs, for cultural sensitivity and acceptance purposes. At the November 6th PD school personnel was made aware of the differences between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This helps them to better understand, and plan instruction for the ELL in their classroom. They are also asked to sit the ELL near the students that are most active in the classroom so that the ELL is surrounded by an English language rich environment as much as possible. The ESL teacher models for the teachers and Paras of ELLs how to produce a verbal response from the ELL by using the TPR and visual cues methods and techniques. Teachers and Paras of PS 5s ELLs are encouraged to communicate with the ESL teacher for any assistance they may need relating to the ELL. They are also encouraged to observe the ESL teacher in the ESL classroom whenever possible.

2. All student permanent records and supporting documentation for the students, including ELLs, that are transitioning from PS 5 to Middle School, is transferred to the Middle School that the student will be attending in the upcoming school year. These documents are delivered to the Middle Schools' guidance counselor along with a note prepared by the ESL teacher, on the permanent records of each transitioning ELL that helps the Middle School guidance counselor identify the needs of the ELLs at the Middle School and prepare a strong academic schedule for that child. These documents are viewed by the Middle School staff to appropriately place and assist the ELL into a positive learning environment.

3. Professional development (PD) is offered to all teachers and Paras at PS 5. The 7.5 hours of PD will be incorporated during PD days and will include the following topics: Cultural sensitivity training, Teaching strategies and techniques for management and ELL class participation, Observation of the ESL teacher whenever possible. The Network Support Specialists will also offer PDs for classroom teachers during school days in which students are not in attendance in order to provide the teachers with the mandated 7.5 hours of PD in the ELL area. Special Education teachers are required to have 10 hours of PD.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parental involvement is considered crucial in the acquisition of the English language in the ELL. To promote and facilitate such involvement, parental workshops in academic and social issues are also offered to parents. Such workshops are held by the Parent Coordinator and or the ESL teachers. These workshops are also offered to all the parents of all the students at PS 5.

2. Although PS 5 does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents, we relate to the parents via our Parent Coordinators' monthly electronic newsletter, any activities or events in the community that may provide them with support either academically or socio-culturally. The community events and or activities mentioned have included events and or activities taking place at neighborhood libraries, parks, and museums.

3. Parents' needs are evaluated by communicating with the parents of the ELLs. They are asked which language they feel most comfortable being addressed in. They are offered translational services via the Board of Education.

4. The parental involvement activities address the needs of the parents in that they are made aware of the academics that their child is learning. Once the awareness has been established, parents are encouraged to become active participants in helping their child succeed in school. They are invited to discuss the curriculum with their child's teacher and to provide feedback on which lessons their child needs more help with.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				1
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)								
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

- PS 5 utilizes the DRA assessment tool to assess the early literacy skills of our students, including ELLs. This assessment is done three times a year for kindergarten, and four times a year (September, November, March, and May) for first and second grades including ELLs. The purpose of this assessment is to provide the teacher with information on the ELLs phonetic and decoding skills and to provide insight to the teacher as to what reading level the students, including ELLs, are at. The assessments continue periodically throughout the school year to determine progress in reading comprehension. Teachers use this quantitative data for information to better group the students in guided reading groups and for lesson differentiation and to guide instruction for their students including ELLs. PS 5 also uses a leveled library system to better group the students including ELLs in a balanced literacy guided reading group. The Foundations program is also used to promote phonemic awareness skills. This includes our ELL population.
- The pattern across the ELLs' proficiency in the LAB-R reveal that students are stronger in the listening skill than any other one that the test measures for. Some students may also be strong in the speaking skill. Students that are strong in the reading skill of the LAB-R most likely do not meet ESL service eligibility although this is not always the case. The patterns across the NYSESLAT reveal that students perform strongest in the listening and speaking portions of the exam than in the reading and writing parts. The ESL teacher uses the results of these exams to prepare lesson plans that address these areas and to improve instruction. She also shares this information with the classroom teachers as they may know how to address the students' needs.
- Of the four modalities (listening, speaking, reading and writing) students were lacking in standardized reading and writing genre skills based on New York State Standards. The ESL program has been improved to include stonger literacy based instruction which includes more guided reading, writing responses, and writing prompts. The ESL program implements instruction in all content areas to assure that the ELL students understand an attain the necessary information and vocabulary for all subjects.
- Student results across proficiencies and grades reveals that the ELLs are stonger in Mathematical concepts than in English Language Arts. This provides crucial information to the school leadership and teachers because these results guide instruction. The results from the Interim Assessments are used by the classroom and ESL teachers to create lessons that focus on the students needs. ELLs new to PS 5 (one year or less) are allowed to take all New York State Exams (Social Studies, Math, and Science), with the exception of the ELA, in their Native Language. The results of these exams indicate that the ELLs are knowledgeable, either by comprehension or by prior knowledge, in the subject areas taught at PS 5.
- PS 5 does not practice a Dual Language program.
- The ESL program complements the classroom teachers' curriculum which is also implemented by all cluster teachers. This provides another source of focus and coherence in correspondence and correlation with college and career readiness (CCR). As such, the teachers meet periodically to discuss and evaluate the academic progress of the ELLs. ELLs' academic progress reveals that the ESL programs

implemented at PS 5 are successful.

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: <u>The Huguenot School</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Arcuri	Principal		1/1/01
	Assistant Principal		1/1/01
Maureen Acardo	Parent Coordinator		1/1/01
Nancy Torres	ESL Teacher		1/1/01
Mrs. Debbie Mirabella	Parent		1/1/01
Mrs. Linda Vacirca/Sp. Ed tr.	Teacher/Subject Area		1/1/01
Mrs. Angela Gianino/tr.	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mr. S. Cutler	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Mrs. Tarantola/IEP tr.	Other <u>related service prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **The Huguenot School**

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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