



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS/MS 5X-PORT MORRIS SCHOOL FOR COMMUNITY LEADERSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X005

PRINCIPAL: MARY M. PADILLA

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SUPERINTENDENT: YOLANDA V. TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mary M. Padilla	*Principal or Designee	
Blanca Delgado	*UFT Chapter Leader or Designee	
Inocencia Tolbert	*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	
Evelyn Roca	Member/ UFT	
Carol Clarke	Member/ UFT	
Roselyn Leuzzi	Member/ UFT	
Inocencia Tolbert	Member/PTA	
Robert Ellis	Member/PTA	
Belinda Soto	Member/PTA	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013 teacher effectiveness will be evident through the use of a common language established by the Danielson's Framework for Teaching. To develop and use a research informed observation rubric to ensure timely, accurate monitoring of teacher instruction for improved student learning.

Comprehensive needs assessment

The Citywide Instructional Expectations sets goals for teacher development. By June 2013, the principal and the assistant principals will conduct a minimum of six informal/formal observations of each teacher on staff using an observation checklist/rubric developed from Danielson's *Framework for Teaching*, and provide timely feedback to teachers after each observation.

Instructional strategies/activities

Strategy #1:

- Professional Development: Professional development will be given on Danielson's Framework for Teaching. Workshops will focus on the various components covered within each of Danielson's four domains. Teachers will become familiar with the evaluation matrixes and use them for professional reflection in order to improve their instructional practices. All professional development workshops will conclude with a reflection sheet for teachers; allowing them time to think further about implications for their classroom, while giving the instructional cabinet a sense of what professional development is still needed.

A teacher observation schedule has been established which sets a minimum of observations per teacher. Protocols communicating principal's expectations for classroom artifacts such as units of study, lesson plans, student work, homework and assignments are in place and teachers receive feedback that is aligned to the protocols and the Citywide Expectations for rigorous performance tasks and instruction. Dates of post-observation conferences are recorded in the day book.

- Target Population(s): All classroom teachers, cluster, enrichment and related service providers
- Implementation Timeline: August 2012 through May 2013

Strategy #2:

- Building Administrative Capacity: Administrators will attend workshops offered by the network and the Department of Education in order to further their understanding on providing high-quality feedback to teachers. The principal is building the capacity of the assistant principals to provide high-quality feedback to teachers through on-going mentoring and support from network team leaders and outside consultants.
- Target Population(s): Administration
- Implementation Timeline: September 2012 through May 2013

Strategy #3:

▪ Teacher Observations:

An observation rubric, informed by Danielson’s Framework of Teaching, will be created and used for formative and summative teacher evaluations. After each observation, teachers will be provided with timely authentic feedback in order to support with areas in need of improvement. Based on formal and informal observations, teachers will be provided with coaching, mentoring, or other peer/colleague support.

Establish teacher observation schedule which:

- Schedules a minimum of 6 observations per teacher
- Tracks the number of observations each teacher has received
- Allows performance levels to be noted, and follow-up observations to be scheduled

▪ Target Population(s): Administration and all teachers

▪ Implementation Timeline: September 2012 through May 2013

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

- Network Personnel and funds from Tax Levy and Title I will support this goal by providing professional development to staff and administration.
- Per session funds will be scheduled for teachers and administrators to attend trainings and professional workshops.
- General supplies will be purchased to support this initiative, including but not limited to student supplies, professional resources and journals, software, and extracurricular activities.

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

By June 2013, PS/MS 5x will successfully engage all students, including students with disabilities and English Language Learners, in performance-based tasks embedded within units of study aligned to the Common Core Learning Standards in literacy and mathematics.

Comprehensive needs assessment

The Citywide Instructional Expectations for the 2012-2013 school year set the following goal:

By June 2013, 100% of classes will engage in at least two literacy and two math task embedded in a unit of study aligned to the Common Core Learning Standards.

Instructional strategies/activities

Strategy #1:

Teacher Team Meetings: Teacher teams are provided with common planning periods in order to meet as a grade, across grades, with administration, and/or with instructional coaches. These meeting are built into the infrastructure of the building and are important so that teachers work collaboratively on their grade as well as vertically.

On-going professional development during weekly teacher team meetings is focused on engaging all students including SWD and ELL in performance-based tasks embedded in units of study aligned to the CCLS. 100% of classroom teachers meet in teacher teams in order to strengthen their understanding of how to design performance-based assessments that allow access for all students through UDL and DOK awareness. All students, including SWD and ELLs have engaged in NYCDOE performance-based bundles and summative assessment tasks during units of study that were collaboratively planned by all teachers on the grade. 100% of classes and all students in grades Pre-K through Sixth have access to the performance tasks embedded in units of study through scaffolded and differentiated supports.

- During these meetings teams will:
 - Focus the implementation of the Citywide Instructional Expectations
 - Align curriculum maps to the new Common Core Learning Standards
 - Develop a common understanding of exemplary work as outlined by the standards
 - Analyze student work according to a school-wide protocol
 - Develop skills in using data to inform instruction
 - Teacher College consultants and Teacher's College workshops continue to work with individual teachers, the literacy coach, and teacher teams to align units of study to the CCLS
 - Engage in inter-class visitations in which the teachers observe their colleagues, take low-inference notes, and provide valuable feedback
 - Share lesson plans, units of study, and student work at teacher team meetings for authentic feedback
 - Examine current research in *Depth of Knowledge* for insights and guidance as teachers change strategies and practices

- Target Population(s): All classroom teachers, cluster, enrichment and related service providers
- Implementation Timeline: September 2012 through May 2013

Strategy #2:

- Embedding Tasks into Units of Study: Teachers, instructional coaches, and administrators will look at the yearlong curriculum in order to determine how to best embed the performance tasks. A calendar will be created in order to show a synopsis of each performance task and to which unit of study it has a connection. Results will be analyzed during teacher team meetings and inquiry meetings in order to surface gaps within the curriculum and target the individual needs of students.

Additional common planning times for teachers to revise curriculum maps with a focus on differentiation and scaffolding to allow all students to meet CCLS targets have been built into the schedule and exceed the minimum number of opportunities for collaboration suggested by the NYCDOE. Teachers and coaches have attended Teacher’s College workshops and Fordham PSO workshops and have turn-keyed information about the up-coming PARCC assessments and content shifts and emphases to their colleagues in order to support teachers as they plan units of study that allow access to all students on a grade.

Data collection sheets, student work samples, curriculum maps, and common assessments will be evidence that all students- including students with disabilities and English language learners, have engaged in performance-based tasks embedded in units of study aligned to the Common Core Learning Standards in literacy.

- Target Population(s): All classroom teachers, cluster, enrichment and related service providers
- Implementation Timeline: September 2012 through May 2013

Strategy #3:

- Professional Development Calendar: This calendar will include day/after school sessions, focused on the Common Core Learning Standards and the Citywide Instructional Expectations. The following professional development will be provided at the school, by Teacher’s College and/or by the network:
 - Researching exemplar instructional practices through inquiry work, and the use of ARIS
 - Creating performance-based assessment tasks with rubrics in order to evaluate student work and performance
 - Understanding by Design and curriculum mapping
 - Project-based learning
- Target Population(s): Instructional Cabinet Members (includes administration), Grade Leaders, Core Instructional Team and Teachers
- Implementation Timeline: January 2013 through May 2013

Strategies to increase parental involvement

Beginning January 2013 the Parent Coordinator in association with the Math Coach and Assistant Principal will provide parental workshops in mathematics content to assist students at home with the math content. Parent Coordinator will also conduct workshops in Math and the CCLS.

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).

Service and program coordination

- Teachers College consultants, Network Personnel and funds from Tax Levy and Title I will support this goal by providing professional development to staff and administration on planning and implementation of the bundles.
- Per session funds will be scheduled for teachers and administrators to attend trainings and professional workshops, planning, scoring and discussion of the students work around bundles.
- Books, software and iPads will be purchased to support the work around the bundles.
- General supplies will be purchased to support this initiative, including but not limited to student supplies, professional resources and journals, software, and extracurricular activities.

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

By June 2013, 75% of students will demonstrate the ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution in ways that are appropriate to the student's mathematical maturity.

Comprehensive needs assessment

Mathematical practices outlined in the Common Core Learning Standards require that our student demonstrate the ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution in ways that are appropriate to the student's mathematical maturity and requires our students perform at higher levels than in previous years.

Instructional strategies/activities

Strategy #1:

Professional Development: Professional Development will be provided to teachers during Grade Conferences and Monthly Faculty Conferences supporting them as they align math curriculum with the standards to enhance student performance in Math. On-going professional development is offered in deepening teachers' understanding of how to use the Exemplar Problem Solving Program to support students as they engage in more rigorous problem solving and performance-based tasks. Teachers are using rubrics to evaluate student performances and understanding of mathematics content and concepts through their experience with the Exemplars Rubrics. The school based math coach has attended many off site professional development sessions: Charlotte Danielson's Frameworks, flexible programming, and unpacking the PARCC Model Content Frameworks and assessments. Presently, grades are reviewing Engage NY focusing on content emphases and shifts in order to better align Everyday Math curriculum with the CCLS.

- Math professional development will include:
 - Development in exemplary mathematics instructional practices through the ARIS community
 - Further exploration of the Mathematics CCLS (content and practice strands)
 - Development of rigorous formative and summative assessments
 - Lesson studies
 - Continuing to align our math program with the CCLS and New York City scope and sequence with a focus on differentiation
 - Use of manipulatives and math games
 - Technology in the math program
 - Technology support through web based programs, such as Mind Math

- Target Population(s): Teachers in grades Pre-K through 6.
- Implementation Timeline: September 2012 – June 2013

Strategy #2:

- To observe, evaluate and analyze the mathematical reasoning and process of the students’ written work: Ongoing professional development will be provided during grade conferences, monthly faculty conferences, and network meetings to develop an understanding of utilizing math rubrics, indentifying exemplary work, analyzing work of students with mathematical challenges, and aligning curriculum to the CCLS. Discussions between stakeholders will take place regarding implications for instruction and the implementation of strategies. Any changes to curriculum and/or pacing will be made in collaboration with instructional coaches and administration.
- Target Population(s): Teachers in grades Pre-K through 5, Core Inquiry Team, Instructional Coaches, and Administration
- Implementation Timeline: September 2012 – June 2013

Strategies to increase parental involvement

Beginning January 2013 the Parent Coordinator in association with the Math Coach and Assistant Principal will provide parental workshops in mathematics content to assist students at home with the math content. Parent Coordinator will also conduct workshops in Math and the CCLS.

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:

Awarded Mind Math Grant, which is pilot program that develops spacial and number sense. It is a web based which delivers program; supplemental math instruction aligned with core instruction to second and fourth grade students.

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).
- Funds from Tax Levy and Title I will support this goal by providing professional development to staff and administration on planning and implementation of the

Mind Math grant. Consultants from Mind Math will work with teachers to implement the program, use the data collected from the program to inform instruction and align the math program with the Common Core.

- Per session funds will be scheduled for teachers and administrators to attend trainings and professional workshops, planning, scoring and discussion of the students work around Math content
- Books, software and iPads will be purchased to support the work with the Math Content.
- General supplies will be purchased to support this initiative, including but not limited to student supplies, professional resources and journals, software, and extracurricular activities.
- Afterschool program for students will be held from February –April that will focus on Math content and skills and strategies that will enable the students to address the Common Core Standards.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013 75% of students will demonstrate the ability to read and analyze informational texts and write opinions and arguments in response.

Comprehensive needs assessment

Teachers will develop a CCLS aligned unit which requires our students perform at higher levels than in previous years, where a task is embedded in a unit of study which asks students to read and analyze informational texts and write opinions and arguments.

Instructional strategies/activities

Strategy #1:

Professional Development: Professional Development will be provided to teachers during Teacher Team meetings, Professional development half days and monthly faculty conferences as they continue their work on aligning ELA curriculum with the CCLS to enhance student performance in ELA. Teachers have developed CCLS aligned units in which tasks are embedded in units of study that asks students to read and analyze informational texts and write opinions and arguments in response.

- Teachers created CCLS aligned curriculum units and performance tasks using UBD models and Rubicon Atlas. Teachers unpacked the CCLS and planned scaffolds to insure curriculum and content are accessible to all children. Teachers have opportunities to integrate Web 2.0 activities in learning activities and research assignments in two computer labs that allows students access to a variety of informational texts and media. Professional Development will be provided in the following areas:
 - Citywide Instructional Expectation in Literacy
 - Depth of Knowledge
 - Curriculum mapping
 - CCLS
 - The Independent Investigation Method
 - Web 2.0 Tools
 - Project Based Learning
 - Strategies for English Language Learners and Students with Disabilities
 - Integration of literacy/writing strategies within the content areas
- Targeted Population: All Teachers, Instructional Team and Administration
- Timeline for Implementation: September 2012 – June 2013

Strategy #2:

Reading and Responding to Informational Text: A school focus on reading and responding to informational text was determined based on our ELA summative data as well as baseline assessments. This focus will be addressed in inquiry teams, lesson plans, updated curriculum maps and Units of Study as well as through the implementation of rigorous performance tasks. Professional development on the CCLS and an increase in informational reading materials will be provided to support teachers. Inquiry Team Spaces on ARIS will show that teacher teams focused meeting Common Core Learning Standards and the citywide instructional expectations. Inquiry teams focus on developing strategies that provide access to instruction and performance-based tasks for ELLs, Students with Disabilities, and other at-risk students. Our Core Inquiry team conducts in-depth studies based on a problem of practice then each teacher shares their findings and instructional support. All teacher teams share their findings and instructional supports at school wide meetings.

- Targeted Population: All teachers, Administrators, Data Specialist, Core Inquiry Team, Instructional Coaches
- Timeline for Implementation: September 2012 – June 2013

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).
- Teachers College consultants, Network Personnel and funds from Tax Levy and Title I will support this goal by providing professional development to staff and administration on planning and implementation of the Units of Study.
- Per session funds will be scheduled for teachers and administrators to attend trainings and professional workshops, planning, scoring, understanding and discussion of the informational texts units.
- Library Books, Informational texts such as Time For Kids, Newspapers, Magazines, Videos, Software such as Brain Pop will be purchased to support this initiative.
- Consultant from Teaching Matters will work with the teachers to use multi-media that showcases the use of informational texts.

- General supplies will be purchased to support this initiative, including but not limited to student supplies, professional resources and journals, software, and extracurricular activities such as afterschool.

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	<p>Type of Program/Strategy Used: Tier I intervention which includes differentiated instruction in all ELA lessons and Tier II interventions which includes a pull-out and push-in model where a specific plan is tailored to meet the students' individual needs by using the results of content and skill based assessments. Focus of program is for students at levels 1 and 2.</p> <ul style="list-style-type: none"> • Kaplan: Essential Skills Foundation, Readers Workshop, Advantage • Comprehension Strategies Kit • CD/Book Fluency Kit • Foundations • Times for Kids • Fountas and Pinnell 	<p>It is an intense consistent intervention. Instruction is systematic and explicit. Service is delivered in small group or one to one depending on the students' needs. Different strategies are implemented:</p> <ul style="list-style-type: none"> • Oral language development • Explicit vocabulary instruction • Fluency building • Guided reading groups • Strategy groups • Interactive writing • Shared reading • Use of wide variety of texts (genre, topic, levels) 	<p>After-School (Grades 3-5) READ After-School (Grade 1) ESL Saturday (Grades 2-5) Extended Morning (Grades 3-5) Tutorial During the School Day (Grades K-5) AIS During the School Day (Grades K-5)</p>

	<p>Intervention Program</p> <ul style="list-style-type: none"> • Reader's Theater • Benchmark Books: Early Explorers, • Navigators • CCLS 		
Mathematics	<p>Type of Program/Strategy Used: Tier I intervention which includes differentiated instruction in all math lessons and Tier II interventions which include a pull-out and push-in model where a specific plan is tailored to meet the students' individual needs after analyzing the results of content and skill based assessments. Focus of program is for students at levels 1 and 2.</p> <ul style="list-style-type: none"> • Exemplars which support problem solving and communication skills • Kaplan: Essential Skills Foundation, Advantage • Math Intervention Kit for RTI <p>CCLS</p>	<p>It is an intense consistent intervention. Instruction is systematic and explicit. Service is delivered in small group or one to one depending on the students' needs. Different strategies are implemented:</p> <ul style="list-style-type: none"> • Data driven pull-out/push-in • Intensive targeted intervention • Assessments to indicate student's area of need • Monitoring by cycles • Development of math language • Mathematical investigations <p>Development of math concepts</p>	<p>After-School (Grades 3-5) ESL After-School (Grades 2-5) Extended Morning (Grades 3-5) Tutorial During the School Day (Grades K-5) AIS During the School Day (Grades K-5)</p>
Science	<p>Type of Program/Strategy Used: In addition to the state mandated periods of science instruction</p>	<p>Service is delivered in small group, implementing different strategies.</p>	<p>During the school day:</p> <ul style="list-style-type: none"> • Push-in classroom workshops • Pull-out small group

	<p>students will receive an additional 50 minutes two times a week, in the spring.</p> <ul style="list-style-type: none"> • Kaplan: Advantage New York Science • Hands-On Science using the FOSS Kits with the aim of vocabulary development • Benchmark Books: Navigator Program-level books • CCLS 	<ul style="list-style-type: none"> • Exposure and explicit instruction on Scientific ideas and vocabulary • Inquiry Based • Technology based • Differentiated instructional techniques <p>Direct explanations of new material and /or comprehension strategies</p>	
Social Studies	<p>Type of Program/Strategy Used: In addition to the state mandated periods of social studies instruction students will receive an additional 50 minutes two times a week, in the Fall.</p>	<p>Service is delivered in small group, implementing different strategies.</p> <ul style="list-style-type: none"> • Exposure and explicit instruction on Scientific ideas and vocabulary • Technology based • Differentiated instructional techniques <p>Direct explanations of new material and /or comprehension strategies</p>	<p>During the school day:</p> <ul style="list-style-type: none"> • Push-in classroom workshops • Pull-out small group
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>School psychologist, social worker and guidance counselor will offer services, agency referrals and educational, social and personal services on an as needed basis to at risk students. This service will identify emotional, social,</p>	<p>Method of Delivery</p> <ul style="list-style-type: none"> • Community Building • Pre-Referral Intervention Manual • Small group <p>One-to-one</p>	<p>During the school day:</p> <ul style="list-style-type: none"> • Push-in classroom workshops • Pull-out small group

	neurological factors that impede on student needs by suggesting additional student support services.		
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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.

PS/MS 5 abides by the NCLB Act by hiring certified teachers. PS/MS 5 participates in city wide job fairs. This year all qualified candidates were hired through Open Market system.

All teachers are invited to attend after school, lunchtime workshops and study groups that will focus on differentiation of instruction and data analysis. Professional Literature is purchased to support the concept of professional learning communities. Study groups meet on Friday mornings before school. Per diem days are scheduled to allow teachers to go on intervisitations, Calendar Days at Teachers College and CFN workshops. Upon their return they turnkey the information either at grade meetings, staff conferences or via the professional visitation form that is emailed to all staff. Teachers, paraprofessionals, support staff and administrators complete a needs assessment periodically throughout the year. At grade meetings and school wide inquiry teams, teachers reflect on instruction, assessment, and other educational and academic concerns. Teachers also complete reflections on the units of study they are implementing. School Leadership Team analyzes this data and determines how it can be used to better meet our students' needs.

PS/MS 5 has made an effort and will continue to make an effort to abide by the NCLB Act by hiring certified teachers. PS/MS 5 participates in city wide job fairs and NYC Teaching Fellows job fairs. PS/MS 5 canvases universities and college programs for prospective candidates. As of June 2012 all PS/MS 5 teaching staff was 100% highly qualified.

**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
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader type here	District 07	Borough Bronx	School Number 005
School Name The Port Morris School			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English/Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): N/A

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

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

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

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	44	5	1	18	0	1	0	0	0	62
Dual Language										0
ESL	47	1	9	6	0	1	1	0	1	54
Total	91	6	10	24	0	2	1	0	1	116

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			18	15	12	17								62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	18	15	12	17	0	62						

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	13	4	8	6	3								46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1	1			1								3
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other			2			3								5
TOTAL	12	14	7	8	6	7	0	54						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

Content Area Delivery in the TBE program -Languages are separated

Math

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

Social Studies/Science

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

Art/Music/Phys. Ed.

Beginner: 45min(English using ESL) Intermediate: 45min(English using ESL) Advanced: 45min(English)

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

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

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

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

A. Programming and Scheduling Information

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

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

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

Teachers of ELL-SWDs use benchmark books to develop and accelerate English language development. This is done through reading to, with and by children, thematic planning, read-alouds, shared reading, guided reading groups, independent reading and individual instruction. Some of our ELL-SWDs receive resource room while still being in a general education class. Other ELL-SWDs are placed in a more restrictive setting and they are placed in a 12:1 or a CTT. These students receive services from the ESL teacher as a push-in and at other times they are pulled out and they work with other ELLs. Special education teachers and bilingual teachers plan with the general education teacher to meet common core state standards. Instruction is planned together but scaffolding is used to meet students needs.

Courses Taught in Languages Other than English ⓘ

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

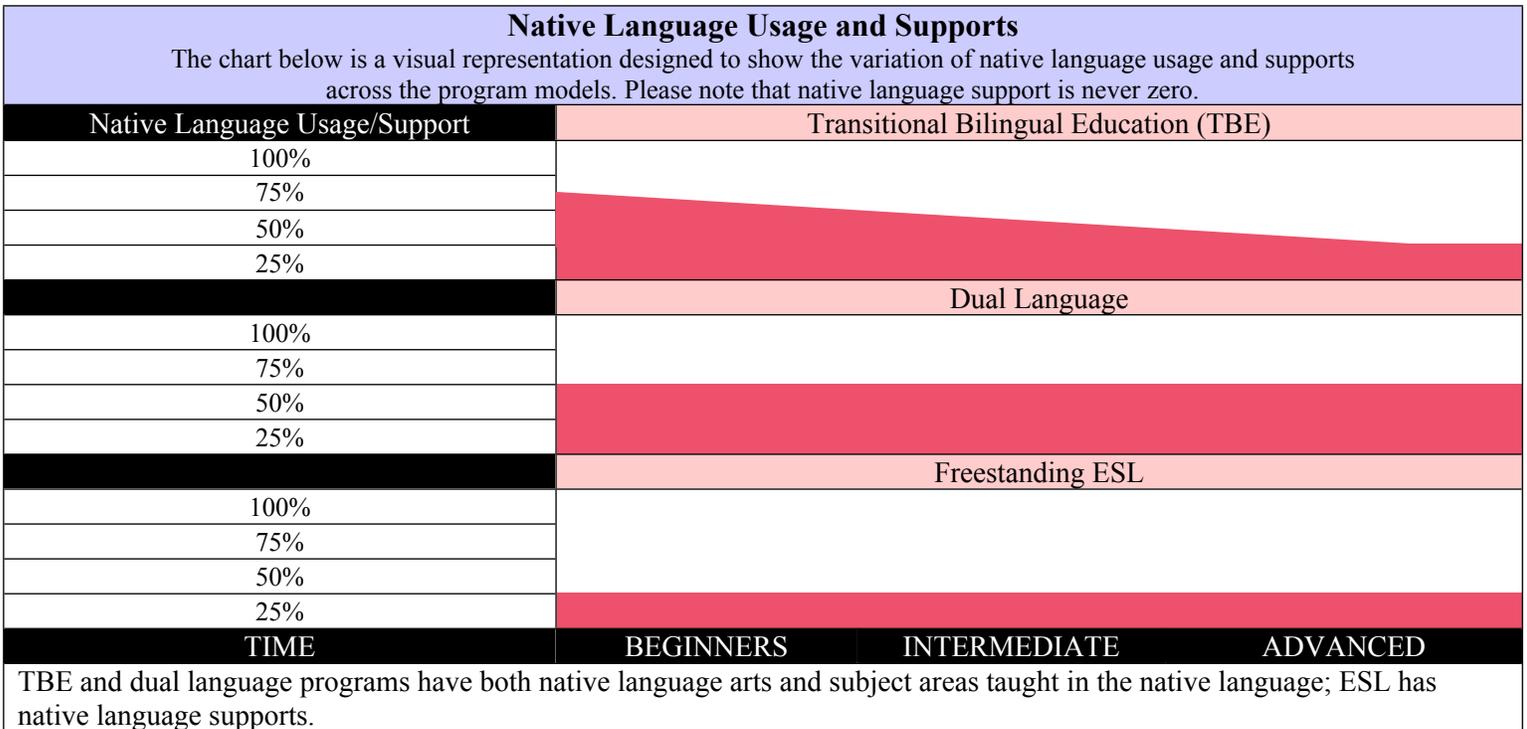
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	spanish			
Social Studies:	spanish/english			
Math:	spanish/english			
Science:	spanish/english			

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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?

ELA/Math/Science/Social Studies/NLA targeted intervention programs/materials:

Academic After-School (Grades 3-5)

READ After-School (Grade 1)

ESL Saturday Program (Grades 2-5)

Extended Day (Grades 3-5)

Tutorial During the School Day (Grades K-5)

AIS During the School Day (Grades K-5)

Leadership After-School Program

ELA - English:

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

Focus of program is for students at levels 1 and 2.

- Kaplan: Essential Skills Foundation, Readers Workshop, Advanta
- Comprehension Strategies Kit
- Option – Read, Write, Edit, & Listen
- CD/Book Fluency Kit
- Foundations
- Reading Explorer
- Cook Shop
- READ

Math- English and Spanish:

Type of Program/Strategy Used: Tier I intervention which includes differentiated instruction in all math lessons and Tier II interventions which include a pull-out and push-in model where a specific plan is tailored to meet the students' individual needs after analyzing the results of content and skill based assessments. Focus of program is for students at levels 1 and 2.

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

Method of Delivery

- Small group
- One-to-one

Tutoring

Science - English and Spanish:

Type of Program/Strategy Used: In addition to the state mandated periods of science instruction students will receive an additional 50

minutes two times a week, in the spring.

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

Social Studies - English and Spanish:

Type of Program/Strategy Used: In addition to the state mandated periods of social studies instruction students will receive an additional 50 minutes two times a week, in the Fall.

- Buckle Down New York State Social Studies
- New York State Standards Topics

ESL:

Reader's Theater

Benchmark Books

Rourke Oral Language Development

On our Way to English 2010

Center Stage Science

NYSESLAT Test Prep Booklets

NLA - Spanish:

Spanish Guided reading books

benchmark nonfiction books

Method of Delivery:

- Small group
- One-to-one

Tutoring

Targeted ELLs are SIFE, Long Term and ELLs that are struggling in ELA and/or NLA according to classroom assessments. Materials used are age and grade level appropriate. Students are matched to their correct reading levels and to appropriate age content materials for their grade. Various leveled books in the same content is available for students to meet the needs of each and every one of our ELLs.

Parents whose child has reached proficiency level in the NYSESLAT are notified in the beginning of the year regarding their new placement. These students will continue to get support in their classroom by the AIS/bilingual teacher and they will work in small groups during tutorial and extended morning as a push-in model. These students will also be encouraged to participate in after-school programs. Students whose parents chose to mainstream them into the general education population will get academic support from the bilingual/AIS teacher, as well as after-school programs, tutorial and extended day.

The following are implications in Language Arts for the Instructional Program for English Language Learners based on our analysis of the data and all relevant findings:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of the 120-minute literacy block utilizing the Teachers College units of Study in Reading and Writing based on the language proficiency of ELL students.
- Implementation of a school-wide literacy program in bilingual classes for English Language Learners.
- Continued expansion of classroom libraries, which will include a variety of genre and appropriate leveled texts in English and Spanish.
- Teachers will reinforce literacy strategies during content area instruction using ESL strategies
- Provide intensive professional development in the understanding and application of specialized instructional strategies to meet the needs of all students.
- Reinforcement of literacy strategies during content area instruction using ESL strategies.

- Mandated extended morning for 37.5 minutes.
- Bilingual/AIS Intervention Teacher will work with bilingual students as needed using appropriate language instruction.
- After School Programs in ELA and Mathematics for all students taking City and State Assessments.

All Ells are invited to attend all academic after-school programs, Saturday programs, after-school leadership program, special assemblies and school-day activities. Parents and families are notified in writing both in English and in Spanish or French when needed. Parents are called when no reply is received from the home to clarify any concerns or questions which they might have. The parent coordinator is always available to explain programs to parents.

In-class Instructional Materials:

The following instructional materials are used to support Ells in the classroom:

Language Arts and Technology

- Brain Pop
- Starfall
- Enchanted Learning
- One More Story
- RAZ Kids
- Izone
- Successmaker

These technology programs are used as independent reading in either English or their Native Language, when possible. These programs reinforce skills and strategies taught in the classroom. It offers differentiated instruction, fluency practice, vocabulary building, non-fiction and fiction readings.

English as a Second Language

- Zip Zoom
- Rigby On Our Way to English
- Scholastic Listening Center Fluency kits

Math

- Everyday Math (Spanish)
- Exemplars

Science

- NYC Edition Science Harcourt and Trade Books School Publishers (Spanish or English)

Social Studies

- NYC Social Studies (Spanish)
- Rosen Classroom Primary Sources (English)

English Language Arts and Native Language Arts:

- Fountas and Pinell Phonics Lessons

Leveled Libraries in Spanish and English

Guided Reading Materials in Spanish and English

In the TBE program language support is given throughout all the core content areas and in Native Language arts. The NLA develop the skills in listening, speaking, reading and writing in their L1. Skills and strategies that are learned in their native language acquisition; making sense of print, using writing to communicate, playing with language structure and developing vocabulary are then transferred to their L2 acquisition. English language Learners transfer the background knowledge about texts taught in their L1 in the content areas to their L2. Minutes and support of L1 instruction can be seen in section A above. In our ESL program, the ESL teacher gives L1 support through teaching of cognates, grammar transfer, phonetic error transfer and text support in their native language to help ELLs in the monolingual classroom comprehend content areas.

Newly arrived students are invited to attend the Summer Title III program to help them adjust. Students who arrive during the school year are given a class buddy to help guide them throughout the day and to feel welcomed. They are also invited to attend the Saturday ELL program, which is a small ELL student - teacher ratio making it a nurturing environment.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

E. Parental Involvement

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

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

P.S.5 will:

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

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)	9	4	4	3	3	4								27

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	7	13	10	4	12								46
Advanced (A)	3	3	8	10	11	8								43
Total	12	14	25	23	18	24	0	0	0	0	0	0	0	116

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	1	3	3	7	0	6	0	1	21
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	7	16	11				
Chinese Reading Test								

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

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

At P.S.5 teachers use data from the LAB-R, NYSESLAT, E-PAL, Acuity, running records(EDL2 and Fountas and Pinnell Benchmark System, Rigby ELL Assessment), observations and teacher made assessments to provide instructional emphasis on students' strengths and weaknesses to assist in the grouping of students.

We determined our Language Allocation Policy based on an analysis of LAB-R/or NYSESLAT results. These state assessments measure the four language modalities of Listening, Speaking, Reading and Writing as related to our school English Language Learners population of 116. Teachers then analyze the results of the New York State English as a Second Language Achievement Test (NYSESLAT). Students are grouped and teaching is informed according to their speaking/listening proficiency level and their reading/writing proficiency level. In the NYSESLAT, our ELL students obtained the lowest scores in the areas of reading and writing. It appears that our English Language Learners perform better in the listening and speaking components of these tests. 43% of our ELLs performed at the advanced level in listening / speaking and 36% reached proficiency in this modality, while only 28% performed at the advanced level in reading/writing and 6% reached proficiency in this modality. Our students, as indicated by our analysis have a strong foundation in receptive language (listening), which is easier to learn than the components that require “out put” or expressive language such as writing. The implication for instruction is that our bilingual and ESL teachers in grades Kindergarten to Five need to focus on strategies that help further their instruction of the reading and writing components of ESL. English Language Learners need to have language instruction scaffolded in order to achieve English language proficiency on grade level. ELLs need to be taught and assessed in grade specific academic vocabulary of content area subjects such as Mathematics, Science, and Social Studies and reading fluency of language arts in non-fiction materials. These content area subjects are taught using various ESL strategies via aural-oral and writing. We evaluate the success of our program by tracking the progress of our English Language Learners in all assessments that are given to them, which includes informal and formal assessments.

The patterns across proficiency levels and grades indicated that the highest numbers of ELLs in our TBE and Freestanding Programs scored at the Beginner proficiency level with 23% of the students spreading across grades Kindergarten through Five while 40% students scored at the intermediate level and 37% scored at the advanced level. The following is a breakdown by grade on the number of students at the Beginner proficiency level: Kindergarten had a total of 9 or 7% of the ELLs scoring at this proficiency level; first grade had a total of 4 or 3% of the ELLs scoring at this proficiency level; grade two had a total of 4 or 3 % of the ELLs scoring at this proficiency level, grade three had a total of 3 or 2% of the ELLs scoring at this proficiency level, grade four had a total of 3 or 2% of the ELLs scoring at this proficiency level and grade five had 4 or 3% of the ELLs scoring at this proficiency level. The bulk of our English Language Learners in both programs are found in grade two across the three proficiency levels (beginner, intermediate and advanced) with a total of 31 students or 23%, followed by fourth grade with 23 students or 17%.

The analysis of the LAB-R /or NYSESLAT results for P.S. 5 indicates that most of our English Language Learners are situated in grades 2 and 5 respectively. The implications for instruction indicate that we have to focus on providing academically rigorous native Spanish language and multi-cultural education that is aligned and delivered through high quality ESL strategies in these grades.

The School Leadership, bilingual teachers and other pertinent staff personnel are using the results of the ELL Interim Assessments to guide English Language Arts and English as a Second Language instruction. They carefully review the results and use them to provide focused

instruction in the skills and or strategies which ELL students are demonstrating deficiencies. Bilingual teachers and other pertinent staff personnel focus on specific skills and strategies as they also provide intensive test preparation as well as take home materials, which will reinforce concepts learned and reviewed. The implications of the school's LAP and instruction clearly indicate that ELLs must receive rigorous academic instruction in both the Native language as is the case of the students participating in the Transitional Bilingual Education Program. The Native Language Arts is used to initially teach, reinforce and strengthen concepts taught to the students in the Transitional Bilingual Education Program.

The students' level of literacy in the native language is an important factor in their academic achievement in Spanish as well as in their acquisition of the English language. Students that have a high level of literacy in their native language will perform better on assessments that are translated to Spanish. Students that have a low level of literacy in their native language need intensive and rigorous instruction in Spanish to bring them up to grade level while learning English as a Second Language. Academic language development is planned via the content area subjects such as Science, Social Studies, Mathematics, etc. The classroom teacher must first assess her/his students' academic language development based on the grade level. She/he must then plan accordingly so that her/his students are taught the academic language of each content area.

The data on how our English Language Learners performed in the targeted content areas of English Language Arts and Mathematics for grades 3- 5 were analyzed. An analysis of the English Language Arts and mathematics for grades 3-5 were analyzed. An analysis of the English Language Arts 2010-2011 tests revealed that we tested a total of 59 ELLs in grades 3 to 5 of which 6 or 10% of the students tested scored at level 1. In grade three, 20 ELLs were tested which of 3 or 18% of the third grade ELLs scored at level 3 and above; 9 or 56% scored at level 2 and 4 or 25% at level 1. In grade four, 20 ELLs were tested of which 3 or 15% scored at level 3 or above.; 16 or 80% scored at level 2 and 1 or 5% scored at level 1. In grade five , 23 ELLs were tested of which 3 or 13% scored at level 3 or above; 16 or 69% scored at level 2 and 1 or 4% scored at level 1. The implication for instruction as per the data is that ELLs required to take the ELA test must continue to receive intensive and rigorous Language Arts instruction using ESL strategies during read alouds, shared and guided reading, note taking and extensive vocabulary building via the content areas. We also need to focus more on students that performed at level 1 in the ELA test to decrease the number of ELLs at this level..

An analysis of the New York State Mathematics 2011 test yielded the following information. A total of 66 English Language Learners took the New York State Mathematics test of which 25 or 38% scored at level 3 or higher. The implication for instruction as per the data is that students who receive rigorous grade-level academic work in the content area of Mathematics via their native Spanish language while developing English proficiency will perform higher in New York State Mathematics assessments. In grade three, 19 ELLs were tested which of 7 or 37% scored at level three or higher; 9 or 47% scored at level two and 3 or 16% scored at level 1. In grade four 26 ELLs were tested which of 9 or 34% scored at level three or higher; 15 or 58% scored at level two and 2 or 7% scored at level 1. In grade five 21 ELLs were tested which of 9 or 43% scored at level three or higher; 11 or 52% scored at level two and 1 or 4% scored at level one.

Current strategies for improving instruction and student performance in Native Language Arts (Spanish) and English Language Arts include the implementation of a Balanced Literacy Approach for reading, which consists of: Independent/Paired Reading, shared reading, guided reading, literacy centers, literature circles, writers workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. The Balanced Literacy Approach will be continued, since it forms the basis for the uniform citywide literacy program, and will be implemented during a 120-minute literacy block for grades K-5. Classroom libraries, small class sizes, academic support personnel, including bilingual academic intervention services (AIS), and the assignment of a full time reading coach will further support literacy instruction. There will be support for teachers of grades K-3 in phonemic awareness and comprehension strategies in native language arts and in English language arts. Children will learn English as a second language through content area instruction in Science, Social Studies and Mathematics as well as the Arts. Teachers College units of study are used in reading and writing instruction. Students in the TBE program are taught native language arts. They use the skills and strategies taught to become literate in their second language. In the ESL pull-out program students background knowledge and literacy skills are valued and utilized to develop their L2.

Type of Program/Strategy Used: Tier I intervention which includes differentiated instruction in all ELA and Math lessons and Tier II interventions which includes a pull-out and push-in model where a specific plan is tailored to meet the students' individual needs by using the results of content and skill based assessments. Focus of program is for students at levels 1 and 2. This intervention is delivered in L1 and /or L2 by the AIS/bilingual specialist, depending on the proficiency level of the student and academic needs.

Method of Delivery

- Small group

- One-to-one
- Tutoring
- Collect, record, analyze and document independent reading level on a monthly basis for each student in the lowest third school wide
- Use of Fountas and Pinnell benchmark assessments and running records to ensure appropriate placement in guided reading groups and strategy groups
- Analyze student work (reading and writing) to come to agreement on instructional strategies to be taught (September and ongoing)
- Establish and ensure the use of Common Core State Standards-based rubrics for student writing
- Utilize grade level curriculum maps to guide instruction
- Monitor and revise curriculum maps when indicated by evaluation of student work
- Focus on the application of strategies for reading texts during shared, guided reading, read-alouds and independent reading
- Create individualized student goal setting sheets
- Provide remedial support and additional scaffolding for students who do not demonstrate progress based on end of unit assessments
- Monitor student performance and progress on ACUITY Interim Assessments and in-house generated assessments
- Align unit skills to NYS math indicators and set an interim goal of 80% correct for each ELL and SWD student.
- Use student goal setting sheets for each unit that allow students to self monitor their performance and progress towards meeting unit goals.
- Review with classroom teachers and math coach, end of unit item analyses sheets after every test administration, in order to provide timely information about ELL and SWD student progress and performance on unit skills and to plan next steps
- Provide remedial support and scaffolding for students who do not achieve better than 80% correct on any end of unit test.
- Provide feedback and translation services to ELL and SWD students' parents about student progress towards interim goals.
- Assign small group work differentiated by identified ELL and SWD student needs after analyzing student performance data on computer adaptive assessments and I-Zone reports.
- Review ELL and SWD student learning goals to ensure alignment to the more rigorous cut scores for proficiency.
- Provide on-going support by the Bilingual Coordinator in planning lessons incorporating ESL methodologies.
- Plan differentiated instruction informed by frequent formative assessments Monitor and analyze I-Zone student performance reports and Scantron Performance Series reports

An analysis of the Native Language Arts tests in grades 3 to 5 yielded the following information. A total of 39 students took the ELE test, of which only 5 or 13% scored at the bottom quartile and only 7 students or 18% scored at the 26-50% quartile. 28% of the students in grades 3 to 5 score at the top quartile and 41% scored at 51-75% quartile. The implication for this data is that the majority of ELLs in the TBE classes perform in the top half percentile (69%).

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Port Morris School**School DBN: 07X005**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MaryPadilla	Principal		1/1/01
Maria Falcon	Assistant Principal		1/1/01
Dana Mercedes	Parent Coordinator		1/1/01
Evelyn Roca	ESL Teacher		1/1/01
	Parent		12/15/11
Sabitree Anirudh	Teacher/Subject Area		12/15/11
Miriam Batista	Teacher/Subject Area		12/15/11
Roselyn Leuzzi	Coach		12/15/11
Carol Clarke	Coach		12/15/11
David Lenihan	Guidance Counselor		12/15/11
	Network Leader		12/15/11
	Other		12/15/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 **Network:** 551

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Port Morris School	DBN: 07x005
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

75 English Language Learners in grades 2, 3, 4,5 and 6 will receive intensive ESL instruction via a Saturday Program. The Saturday Program will run for nine Saturdays beginning January and running through March, 2013 for a total of nine - three hour sessions with five certified ESL/Bilingual teachers. Groups will not have more than 15 students to ensure more individualized instruction. This will be the only program in session on Saturdays and 1 administrator in charge will be needed in the school building. ELLs will further develop their fluency and comprehension. This will be done through Reader's Theater. Students will work on improving oral reading fluency, develop listening skills, develop oral expression and speaking skills, identify character traits, explore voice, mood, and expression as a way to portray character traits, and learn new facts and content knowledge. Reader's theater Nursery Rhymes will be used for ELLs in grade 2 at levels A-E with familiar rhymes and songs. Students will be introduced to themes and topics in science and social studies. This will be done using different types of graphic organizers, such as, flow charts, KWL charts, cause and effect charts, concept webs, graphs, timelines and compare/contrast charts. Students will practice using sentence structures, enhance high frequency words and content vocabulary while reading leveled content area text. Science and Social Studies State standards will be satisfied while addressing the ESL State standards. Our English Language Learners will develop their literacy, academic language and content knowledge using Benchmark English Explorers program. Themes that will be enriched are: World Geography, World Communities, regions of the United Stes, Life Cycles, The Environment and Habitats. Teacher's will also use Rourke Classroom resources: ELL/Oral Language intervention kits. These kits will be used for ELLs who have been in this country for less than three years. This kit contains Lap books and student books which lends for small group instruction or parnter reading and language photo cards with differentiated instructional lessons for different language stgae: beginning, intermediate and advanced through the dvelopment of vocabulary and comprehension. In addition On Our Way to English 2010 - differentiated reading instruction strand and oral language development strand will be used This strand focuses on oral language development, reading comprehension strategies and writing. Our Saturday program will provide participants with more intensive instruction in English in order for them to be better prepared for the State assessments in reading/writing using content area materials. It will supplement the regular day instructional program by giving students more opportunities to strengthen and improve their listening, speaking, reading and writing skills in English. Teachers will use highly motivating games(The Learning Well Comprehension Games) to develop concrete, abstract, or critical thinking skills. These games are designed to help students at risk and ELLs providing fundamental practice along with a lot of success to build on. The areas of listening and writing will specifically focus on the data analysis that indicated these components as areas of deficiency in many of our ELL students.The Anchor Comprehension Workshop program from Benchmark will also be utilized. Teachers will be able to provide strategy-based instruction and intervention at the right levels. Strategies will be taught through explicit mini-lessons and then applied during small group reading. Key strategies will be taught consistently and sequentially at each level. The program will be supervised and evaluated by the Principal.

Part C: Professional Development

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

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

Begin description here:

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

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

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

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

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

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

March: Oral language development through content area instruction

April: Guided reading groups

May: Individual Instruction; private reading lessons for ELLs

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parent and community participation will be conducted during in-schoolwide activities, after school time and Saturdays. Parents of all ELLs will be invited and encouraged to attend all school functions and activities after school i.e. Curriculum Night, Literacy Night, Test Orientation(Math, ELA, Science, NYSESLAT, ELE) and multicultural night. These parent activities will be provided by the school staff i.e. teachers, coaches, bilingual coordinator, assistant principal and principal) in order to keep parents informed of curriculum, mandates, assessments, how to help their child at home and building school community. All school bulletins, newsletters, calendars, etc. will be provided in English and Spanish, which is our largest language population. We will also provide the above-mentioned information to our other Ell parents whose language is other than English in their native language to the extent possible. Multiple times during the year parents are given surveys to know how we can better assist them in the meetings. There will be a final luncheon for parents and family members of program participants where students will present their projects via oral/written presentations.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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