

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 5 THE HUGUENOT SCHOOL

DBN (i.e. 01M001): 31R005

Principal: LISA ARCURI

Principal Email: LARCURI@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: NANCY RAMOS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lisa Arcuri	*Principal or Designee	
Lisa DeRosa	*UFT Chapter Leader or Designee	
Kristine Paronich	*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	
Tonianne Cusumano	Member/ Teacher	
Jennifer Fioribello	Member/ Teacher	
Beth Salvione	Member/ Teacher	
Marilyn Sullivan	Member/ Teacher	
Marisa Amato	Member/ Parent, Co-President	
Jennifer Durso	Member/ Parent	
Natalie Filocomo	Member/Parent	
Louise Deserio	Member/Parent	
Melissa Minakakis	Member/Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Teachers will work to strengthen questioning and discussion skills so that all students are strategically provided entry points into the curricula and discussions reflect high levels of student thinking and ownership.

Comprehensive Needs Assessment

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

According to our Well Developed 2013-2014 Quality Review the area that our school needs to improve is (1.2) "strengthening teacher questioning and discussion skills so that all students are provided entry points into the curricula and discussions reflect high levels of students thinking and ownership".

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Out of the 8 ratable components, 3b will be rated during each teacher observation regardless of informal or formal.
2. The school-wide focus for inquiry work will be to improve the level of student discussions. On Mondays after school, teachers will collaborate on Inquiry Teams and create age appropriate student discussion rubrics based on the critical attributes of component 3b, view recorded student discussions from the current week and will evaluate the level of student discussion using the rubric. They will then plan a collaborative lesson that will address the areas needing improvement and video the lesson via a flip camera and the cycle of inquiry will continue.
3. Professional Development will focus on how to engage students in rigorous Socratic Seminars (3b Danielson Rubric).
4. Students will view the videos during class and provide feedback to their classmates. Students identified Socratic Seminar specialists will be invited to join other classrooms for discussions and serve as models. In addition, students will do inter-visitations with other model classrooms.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers will be responsible for incorporating questioning and discussion into all lessons and the principal will be responsible for rating 3b in all observations.
2. All teachers will collaborate with the Instructional Team on developing the discussion rubric and be responsible for the Inquiry Work of analyzing students' discussion based on the criteria of the rubric. All teachers will plan collaborative lessons ensuring that students have critical thinking questions to ponder during group discussions.
3. The Instructional Team will evaluate the Professional Development which will be conducted by Literacy and Math Specialists from our Support Network and the PS 5 Instructional Team.
4. The students will serve as models and resources for one another.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 100% of teacher observations will include a rating of Effective or Highly Effective on component 3b of the Danielson Rubric as evidenced in the Principal's written feedback on the observation.
2. Teachers will meet weekly during Inquiry Work to view, analyze and plan for students' discussions. The Instructional Team will collaborate with each Inquiry Team and prioritize an area of need on the Socratic Seminar Rubric for each individual class. Once identified, progress will be monitored weekly by the Inquiry Team. The teachers will hang up their completed Inquiry Work templates each Monday on the interactive board. The Instructional Team will meet bimonthly to evaluate all resources utilized in the Inquiry process ie: Socratic Templates, videos, and sharing teacher feedback.
3. 100% of teachers will be given Professional Development on 3b: Questioning and Discussion Techniques as well as Socratic Seminar. Teacher observations and ratings on component 3b will reflect this professional development. The Instructional Team will meet bimonthly to evaluate the impact of the professional development.
4. The students will monitor the progress of the identified priority area during their analysis of the video using quantitative data when applicable. Teachers will evaluate the student's feedback.

D. Timeline for implementation and completion including start and end dates

1. By December 2014, each teacher will have been evaluated on component 3b of the Danielson Rubric a minimum of 1 time. By June 2015 each teacher will have been rated on Component 3b on all observations.
2. By December of 2014, each classroom teacher will have chosen a focus area on the Socratic Seminar Rubric and shared it with their students.
3. By the end of December each teacher will have participated in Instructional Rounds with a focus on Component 3b and the host's personal professional goal. 100% of the teachers will have participated in professional development with instructional specialists from the network on the topics of leading productive mathematical discussions and Socratic Seminar.

4. By January of 2015, all students will have viewed a minimum of at least one classroom video and have taken ownership of a feedback session with a focus on their priority area on the Socratic Seminar Rubric.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will meet during Inquiry Time on Mondays to take part in these activities.
2. During inquiry work on Mondays teachers will utilize their time on the targets mentioned in C2.
3. Teachers will meet on two designated non -attendance days to work on Socratic Seminar and Questioning and Discussion Techniques as well as on various days throughout the year. Teachers will attend full and half day workshops offered by the network on quality questions and discussion techniques in both math and literacy.
4. During normal class time students will engage in Socratic Seminar activities.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

During Open School Week students and teachers will engage in Socratic Seminar to enable parents to understand our school goal. During PTA Meetings and Parent Workshops, parents will be informed of strategies that will enable them to make a connection between the home and school expectations of the speaking and listening common core learning standards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Network Instructional Specialists provide professional development for our school as part of their service

Goal and Action Plan #2

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

Annual Goal #2

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

Parents and teachers will work together to develop a shared understanding of school goals and cultivate strong family-community ties.

Comprehensive Needs Assessment

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

Under Indicator 3.1 on our last Quality Review (To what extent does the school establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?) we were rated as Proficient.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Parents will be given an electronic survey that will give them the opportunity to choose areas of focus for the school community which will be used to inform or revise preliminary school goals. As part of the survey parents were asked to rate the importance of preliminary goals drafted for the 2014-15 school year. 91 % of parents believed that teaching students techniques to explain their mathematical thinking is important or extremely important. Likewise, 91% of parents believed that engaging in conversations with peers is either important or extremely important.
2. Parent workshops will be planned to address the areas of focus that have been identified on the survey by the parents.
3. Parent representatives will work to develop a committee that will collaborate with the school staff on planning parent engagement activities.
4. We will form a partnership with our neighboring High School where the majority of our students will attend.
5. All teachers will inform parents of the current curriculum goals and expectations for each unit of study. Throughout each unit teachers will send home additional resources that will enable parents to support our goals as well as share information on our school website pertaining to the current curricula.

B. Key personnel and other resources used to implement each strategy/activity

1. The Instructional Team will create the survey and all parents will be invited to take the survey.
2. The Instructional Team and all teachers will collaborate on planning parent workshops.
3. The parent committee which includes representatives from each grade will work together to plan parent engagement activities to take place during a designated night for parent engagement.
4. Students from Tottenville High School will serve as tutors for at risk Kindergarten students.
5. All teachers will develop goal letters and parent letters which Mrs. Accardo, our Parent Coordinator, will update on our school website. The principal will discuss curriculum goals via her monthly newsletter.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By October all parents will have been notified via school letter, school message and email of the purpose of the survey and how to access it.
2. Parent attendance logs as well as feedback via survey will be the means by which we evaluate the effectiveness of the workshops.
3. Parent attendance logs as well as feedback via survey rating the importance of the activities that were offered will be the means by which we evaluate the effectiveness of the selections of workshops for parent engagement night.
4. Students from Tottenville will work with our students in Kindergarten as tutors from 1:30 -2:30 2-3 times a week. Through the Junior Achievement Program, Tottenville students will be teaching Social Studies lessons to our Grade K – 5 students. In addition, the Tottenville Robotics team will provide assemblies for students in Grades K – 5.
5. Each month all teachers will provide a newsletter on our school website reflecting the current units of study. At the beginning of each unit of study goal letters will be sent home to parents informing them of how to support their child at home.

D. Timeline for implementation and completion including start and end dates

1. By the end of September the electronic survey will be created and all parents will be given an opportunity to complete the survey at the school and given the link to complete the survey at home. By the late October the results of the survey will be analyzed and shared with the School Leadership Team. A plan of action will be created.
2. By December all parents will have been invited to a minimum of 3 workshops which addressed identified areas from the survey. By March parents will be invited to 2 more workshops and another 2 by June for a total of 7 for the 2014-2015 school year.
3. By November, a parent committee with representatives on each grade will be chosen by the School Leadership Team. By January of 2015, the School Leadership Team will create a tentative action plan outlining the details of the agenda of the Parent Engagement Night and will present the details at the January SLT meeting. The finalized agenda will be presented at the February SLT meeting.

4. September through June Tottenville students will provide tutoring and assemblies for our K-5 students.
5. Approximately every 4-6 weeks goal letters for the new unit will be sent home to parents and by the first of each month a new newsletter will be put up on our website. In addition, the principal sends home her own newsletter on the first of each month

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Parents were given access to computers to take the survey at the school. Parents received notification of the survey via school letter, school message and email as well as at PTA meetings.
2. The Instructional Team and teachers will facilitate workshops for parents and use resources from Engage New York as well as materials from our curriculum.
3. The school staff on the School Leadership Team will make themselves available to the parent planning committee to work collaboratively on parent engagement night activities.
4. The principal will match tutors to students based upon teacher recommendation. The principal will work with Mrs. Battista the Assistant Principal from Tottenville to plan special assemblies/events.
5. Designated staff members will be responsible for keeping the website up to date.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A parent representative from each grade will collaborate with the school on developing parent engagement activities

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PTA contributions enable us to provide extra curricula activities for our students.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 Teachers will work to strengthen student's use of strategies for close reading. (QR Statement 1.2)

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Focusing on a goal for close reading was a main factor in the success our students had on the 2013-2014 ELA state assessment as well as our teacher designed formative assessments. After analyzing the District 31 ELA data, our matriculated 5th grade students came in number one, our current fourth grade students came in number four and our current fifth graders came in twenty-one out of the forty-five schools. During our instructional team and data team meetings, data has shown that close reading instruction has led to improved student performance on literacy assessments. For example, last year when our matriculated 5th grade students took their first end of unit assessment only 16% performed at levels 3 and 4. This year when our current fourth graders took the same assessment 69% were performing at levels 3 and 4 and out of the 31 percent not meeting standards 24% barely missed the level 3 by one or two points.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- All teachers will take part in professional development which will focus on showing students how to create text dependent questions, questioning and annotating the text.
- Teachers will create assessments to measure student progress in applying close reading strategies in reading and writing.

B. Key personnel and other resources used to implement each strategy/activity

- The principal and network support specialists will facilitate professional development.
- Teachers will work with the instructional team on creating assessments which will measure student progress in applying close reading

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teachers will apply their professional development to their lessons which will be observed.
- The data analyzed will show evidence of improved student performance in reading and writing assessments.

D. Timeline for implementation and completion including start and end dates

- By January, all teachers will have participated in at least 1 close reading professional development session and by June a minimum of 3 close reading professional development sessions.
- Every two weeks benchmark tasks will be analyzed during Data Review meetings and approximately every 6 weeks the end of unit data will be analyzed to determine student progress. This will be on-going from September to June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Non-attendance days for students, Election Day, as well as other days where subs are hired to cover classes will be used to work with teachers on professional development.
- The coordination of common preps and designated non-attendance days will be used for teachers to meet with the instructional team to create assessments and analyze data.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 The school will provide workshops for parents to understand strategies for close reading. The principal will discuss close reading strategies via her newsletter.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #4

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

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Reading Recovery Methodologies as well as Guided Reading with specific reading skill/strategies meet individual student needs.	One on One and small group instruction as needed. Kindergarten students are provided with one on one tutoring from Tottenville students a couple of times a week.	All services are provided during the school day since the UFT contract has eliminated Extended Day for children.
Mathematics	Reteaches with remediation lessons from the Math in Focus program.	One on One and small group instruction as needed. Kindergarten students are provided with one on one tutoring from Tottenville students a couple of times a week.	All services are provided during the school day since the UFT contract has eliminated Extended Day for children.
Science	Harcourt NYC program.	Small group work with differentiated extension menus.	Differentiated instructional groups during the day
Social Studies	Houghton Mifflin Harcourt NYC program.	Small group and one on one work.	Differentiated instructional groups during the day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	This school has a psychologist, social worker, guidance counselor, physical therapist and vision therapist that works with students one day a week. In addition, we have an Occupational Therapist and a Speech Provider that works with students five times per week.	Small group and one on one.	All services are provided during the school day.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)		Targeted Assistance (TA) Schools
		x	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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)

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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mrs. Lisa Arcuri	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Ms. Nancy Torres	Guidance Counselor Mr. Stuart Cutler
Teacher/Subject Area	Parent Mrs. Paronich
Teacher/Subject Area Mrs. J. Fioribello/Science	Parent Coordinator Mrs. Maureen Accardo
Related Service Provider Tonianne Cusumano / IEP	Other N/A
Network Leader(Only if working with the LAP team)	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	214	Total number of ELLs	1	ELLs as share of total student population (%)	0.47%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	0	0	0	0	0	0	1

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	1	0	0	0	0	0	0	0	0	1
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	0	1											

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 5 utilizes the DRA assessment tool to assess the early literacy skills of our students, including ELLs. This assessment is done three times a year for kindergarten, and four times a year (September, November, March, and May) for first and second grades including ELLs. The purpose of this assessment is to provide the teacher with information on the ELLs phonetic and decoding skills and to provide

insight to the teacher as to what reading level the students, including ELLs, are at. The assessments continue periodically throughout the school year to determine progress in reading comprehension. Teachers use this quantitative data for information to better group the students in guided reading groups and for lesson differentiation and to guide instruction for their students including ELLs. PS 5 also uses a leveled library system to better group the students including ELLs in a balanced literacy guided reading group. The Foundations program is also used to promote phonemic awareness skills. This includes our ELL population.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The pattern across the ELLs' proficiency in the LAB-R reveal that students are stronger in the listening skill than any other one that the test measures for. Some students may also be strong in the speaking skill. Students that are strong in the reading skill of the LAB-R most likely do not meet ESL service eligibility although this is not always the case. The patterns across the NYSESLAT reveal that students perform strongest in the listening and speaking portions of the exam than in the reading and writing parts. The ESL teacher uses the results of these exams to prepare lesson plans that address these areas and to improve instruction. She also shares this information with the classroom teachers so they may know how to address the students' needs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The pattern across the NYSESLAT modalities (reading/writing, listening/speaking), reveal the ELLs area of strengths and weaknesses in the acquisition of English as a second language. The results in these patterns are reviewed by the ESL and classroom teachers in order to address the areas of the students' language needs. The results are used to create lesson plans that target the area of linguistic weakness in order to move the ELL from one linguistic level to the next. These results are calculated according to the Annual Measureable Achievement Objectives (AMAQ) tool, to determine whether or not the ELL has progressed in the English language acquisition. Once calculated against the AMAQ tool, the ESL teacher may determine which modality of English language instruction the ELL needs further instruction in. ELLs then conference with the ESL teacher in order to set reachable academic goals for learning.
4. For each program, answer the following:
 - a. 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?
 - a. The pattern across proficiency and grade is that the ELLs struggle more in the reading/writing modality than in the speaking/listening modality. However, results from prior exams have revealed that despite their struggle in the reading /writing modality, the ELLs fare better in English tests than in tests taken in their native language. Inclusive, ELLs given the option to take a State Exam in their native language have opted to take the English version instead.
 - b. The school leadership team, ESL teacher, and classroom teachers of ELLs refer to the results of the ELL Periodic Assessments in order to make educational decisions about changes in goals, guide instruction, and create lesson plans and situations that directly focus and tap into the ELLs academic weakness, in order to help the ELL attain the skill(s) necessary to succeed academically.
 - c. The Periodic Assessment reveals that the ELLs struggle in areas that many non-ELL students struggle in, such as inferencing and vocabulary. In some situations - but not always - (for Beginner ELLs), the ELLs native language may be used to help clarify meaning of vocabulary either as a cognate or direct definition, that may thereby help in the inferencing skill. Often, the ESL teacher and the classroom teachers find alternate methods of defining vocabulary, such as TPR, realia, or creating a separate yet close example, in order to help the Intermediate and Advanced ELL develop his / her own processing style to determine meaning.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The school leadership team, as well as the ELLs classroom teacher and ESL teacher, reviews the data of all formal and informal assessment to adequately support the academic needs of the ELLs in the RTI group. Since the RTI program focuses on literacy development, ELLs receive specifically designed instruction on acquiring literacy skills that reflect those of their peers and that correlate with the NYS Curriculum Standards. Benchmarks and goals are set by which to measure progress. The results of which are reviewed consistently and the goals adjusted as such.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The development of the second language (English) is considered in all instructional decisions because all instruction includes oral language development in the form of sharing, retelling, or discussing of the topic on hand, whether it be literacy or content area instruction. ELLs have the opportunity to share what they have learned and to interact with non-ELLs linguistically thereby learning new speech patterns, vocabulary, and overall oral language skills.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Evaluation of the programs' success is done informally, periodically, on a lesson to lesson basis, and is amended based on the ELLs comprehension of the topic, acquisition of newly taught vocabulary, and the ability to orally retell the main idea. For Beginners, retelling can be in the form of a drawing. The formal evaluation of the ESL programs' success is measured via the annual NYSESLAT, which reflects the skills and content taught by the ESL teacher.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
PS 5 follows certain steps in order to identify students who may possibly be ELLs. Initially, parents or guardians of students entering PS 5, as first time registrants to the New York City Department of Education's Public School System are guided through the registration process by the school Pupil Accounting Secretary, Mrs. Ilene Ingrassia. This registration process includes an informal oral interview in English, conducted by the secretary named above, as well as the Principal and the ESL teacher, Nancy Torres. The informal interview may be translated to the native language of the family when needed. The parent / guardian registering the child completes the Home Language Identification Survey (HLIS), in the language of their choice. In instances in which the parent does not speak English, the parent may be accompanied by an English speaking person or Mrs. Maureen Accardo, our parent coordinator, will seek to provide a translator. The HLIS contains questions about the students' linguistic skills. The parent or guardian who completes this form provides information to the school as to whether or not the student speaks a language other than English. Our licensed ESL teacher, Nancy Torres, reviews the HLIS. Based on the answers on the HLIS, Ms. Torres, also our LAB-R coordinator, determines whether or not the student is eligible for the Language Assessment Battery - Revised (LAB-R), exam. All LAB-R exams are conducted within the first ten days of school, and again throughout the school year as new admits are identified as ELLs. Translation assistance is readily available in Spanish by Ms. Torres and Italian by Mrs. Giannino, - both of which are licensed teachers. Other language translators are sought as needed.
The LAB-R is administered to those students new to the New York City Department of Education which may possibly be ELLs. It accurately measures the students' English language proficiency. Students that are identified as Spanish language speakers on the HLIS, are administered the Spanish Lab-R only after they did not pass the English version of the Lab-R. Based on the scores of the LAB-R, a student is identified as an ELL or not. English Language Services are then provided by the ESL teacher. Whenever a new student is admitted to PS 5, the school secretary informs the ESL teacher, so that all documentation in the students' permanent record can be checked for LEP status. The ESL teacher also periodically runs a RADP report from ATS to look for new admits as a support/back up to the school secretary. The ESL teacher checks the Exam History reports available through ATS, for the LAB-R and NYSESLAT scores of those students that appear on the RADP and RLAT as having a language other than English. This is done to determine if the students have already tested out of the ESL program and whether or not they are entitled to testing accommodations as mandated for ELLs for up to two years after having tested out of the ESL program. Based on the students' exam history, the ESL teacher can readily identify whether or not the student is an ELL. The records of all ELLs that transition from schools due to grade promotion or relocation are reviewed by the secretary at PS 5, as well as the ESL teacher for supporting documentation to determine the ELLs' participation in the ESL program and also their language proficiency level.
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.
The structure implemented at PS 5, to ensure that parents understand all three program choices is a thorough introduction and explanation within a Parent Orientation, held in the first month of school, and as new ELLs are admitted into PS 5. A letter is sent to the parents of the children who are identified as ELLs, inviting them to the orientation. The orientation is jointly presented by our ESL teacher, and our PS 5 Parent Coordinator, Mrs. Maureen Accardo. The three program choices, Transitional Bilingual Education, Dual Language and Freestanding ESL are reinforced with a video, provided by the DOE. The parent has the option to view the

video in English or their home language. After viewing the video, the parents are advised to select the program they feel will work best for their child. Parents that ask about the Transitional Bilingual or Dual Language programs are informed that if Transitional Bilingual or Dual Language program is chosen, their child will be transferred to a school that offers the specific program. They are also made aware that school bus transportation services may not be available from the school that offers the programs and that their child's transportation to and from the other school will be the parents responsibility. A survey is distributed that asks the parents to state the program of their choice for their child's language instruction. Parents are advised that if they do not make a choice, they will automatically be considered as having chosen the Transitional Bilingual Education program as mandated by CR Part 154. Parents that do not attend the orientation are provided with a link to the orientation video located in the New York City Board of Education website. They are also provided with the survey and program choice letter, in both English and in their home language. These parents are asked via a letter and a phone call, to watch the video, make the program selection, complete the survey in the language of their choice, and return both the program selection letter and the survey to Ms. Torres, the ESL teacher, within a timely manner. Parents that do not submit the program selection letter and survey by the date requested are called by telephone a second time, by the ESL teacher, and are asked to communicate with the ESL teacher or Parent Coordinator for a time and date in which they may be able to set up a private orientation at PS 5. Parents that reject this offer are then advised by phone either by the ESL teacher or Parent Coordinator. They are provided with verbal information about the three programs and advised accordingly. These parents then make verbal program choices for their child's language instruction, however, these parents are not provided with a survey form. In the event that PS 5 acquires the required number of 15 students within two grade levels and of the same first language, then a Transitional Bilingual or Dual Language program will be implemented. In this case, the parents of the ELLs that had originally opted for these programs would be notified in writing and by phone by our ESL teacher and or Parent Coordinator.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parents of ELLs that did not test out of the ESL program during the NYSESLAT administration from the previous school year, are provided with Continued Entitlement letters as well as the attachment Continued Program Selection letters. Occasionally, one of the Continued Program Selection letters is not returned to the ESL teacher. As an outreach to the parents, Ms. Torres then sends home another blank Program Selection letter with the student and posts a sticky note on it stating "2nd Notice". In the rare occasion that this second notice is not returned to the ESL teacher within 4 days, Ms. Torres then calls the ELLs' parent to request that the notice be completed and returned. Parents that do not wish to submit the Program Selection letter, are asked to make a verbal program choice for their child's language instruction. All returned notices are kept in the LAP black-box binder provided by the DOE, and which is kept by the ESL teacher at PS 5. The Parent Survey and Program Selection forms are distributed to the parents on the date of the Parent Orientation. For those parents that do not attend the Orientation, the survey is sent home with the student along with the NYC website containing the link to the on line video and a note from the ESL teacher, asking the parent to please view the online video, complete the survey, and return same. When the surveys are not returned via this manner, the ESL teacher then calls the parents and urges them to please comply; which they then do.

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.
After being advised about the three program choices the parents of PS 5s' ELLs have always chosen to have their children placed in the ESL program. This program is described thoroughly to the ELLs' parents during the Parent Orientation, telephone or email communication, and if requested, refreshed during parent teacher conferences. Notices to our ELLs' parents are provided to them in the language of their choice as well as in English. The ELPC screen in ATS is immediately updated to comply with the 20 day requirement of entering the information of all new admits and the parental program choice of the child. Parents of PS 5s' ELLs are provided with our ESL teachers' contact information (phone number and email address) upon being notified that their child is an ELL, and are encouraged to communicate with the ESL teacher whenever they wish, for assistance with any school related matter. Most of the time, the parents of PS 5s' ELLs are fluent in English and so communication in their Native Language is not always necessary, however, a translator will always be sought if necessary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The annual NYSESLAT is a scripted series of four exams measuring each of the four language modalities - speaking, listening, reading and writing. A window of approximately one month is given to each public school in which to administer the four exams. The ESL teacher creates a calendar within the allotted time frame to ensure that each ELL is tested, one exam per day, with ample time to complete each exam. The ESL teacher searches the RADP report in ATS to assure that all ELLs are accounted for before NYSESLAT testing. All students identified as ELLs and that participate in the PS 5 ESL program, are administered the NYSESLAT which provides the opportunity for the ELL to test out of the ESL program.

6. 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.) 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. ①

After reviewing the parent survey and program selection forms for the past four years, we have found that the trend in program choice is the English as a Second Language (ESL) program. In the school year 2010-2011, PS 5 had 2 ELLs of which 2 parents selected the ESL program. In the school year 2011-2012, PS 5 had 3 ELLs of which the parents of all 3 ELLs selected the ESL program. For the school year 2012-2013, PS 5 had 2 ELLs of which 2 parents selected the ESL program. In the current school year, 2013-2014, PS 5 has 1 ELL, of which that 1 ELLs' parents have selected the ESL program as the program of their choice for their child's language instruction. For the past four years, the trend in parents' program choices has been the English as a Second Language (ESL) program, therefore, the ESL program offered at our school is aligned with what parents are requesting. In the event that a selection has not been made by an ELLs parent, then PS 5 will have to advise the parent that the default program selection is the Transitional Bilingual Education program (as per CR Part 154), and that the Transitional Bilingual Education program is not offered at PS 5. The parent will then be advised of a school which does offer the Transitional Bilingual Education program so that they may enroll their ELL at that school. In the event that 15 students within two consecutive grade levels enter PS 5, and are speakers of the same first language and wish to have a Transitional Bilingual class or a Dual Language class, then PS 5 will notify the parents of all ELLs to inform them of the opening of such a class and ESL will not be the only program in place at PS 5 any longer.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

a. Instruction for ELLs is delivered via the Push-In and Pull-Out models. When the Push-In model is delivered, it is done collaboratively with the classroom teacher. Often, the ELL is grouped in a Homogeneous group with fluent English speakers that need reinforcement in a similar academic skill.

b. Both the Ungraded model (where students regardless of grade are in one class) and the Homogenous model (where proficiency level is the same) are used when delivering ESL instruction in the Pull-Out model. When necessary, ELLs are Pulled-Out individually to address the students' needs.
2. 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)?

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

- 1 period Word Work (phonetics and spelling)
 - 1 period Read-aloud (listening and hands-on)
 - 1 period Guided Reading (vocabulary and writing conventions)
 - 1 period Letters (sound, orthography, word building)
 - 2 periods Content Area Instruction (Science, Math, Social Studies, Health)
 - 1 period Viewing - Writing (technology based writing prompts)
 - 1 period Grammar (syntax order, inflectional endings, relative clauses, parts of speech, etc.
- Oral language development is infused in all ESL periods.

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

- 1 period Word Work (phonetics and spelling)
 - 1 period Read-Aloud (listening and hands-on)
 - 1 period Guided Reading (vocabulary and writing conventions)
 - 1 period Letters (sound, orthography, word building)
 - 2 periods Content Area Instruction (Science, Math, Social Studies, Health)
 - 1 period Viewing (technology based writing prompts)
 - 1 period Grammar (syntax order, inflectional endings, relative clauses, parts of speech, etc.
- Oral language development is infused in all ESL periods.

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

- 1 period Vocabulary and Oral language development (phonetics, spelling, definition)
- 1 period Guided Reading (grammar and writing conventions)
- 2 periods Writing and Oral language development(response to non-fiction literature based on the Guided Reading book in the form of essays: narrative, debate, informational). All ELLs receive instruction as mandated by the CR Part 154, CR part 100, the Language Allocation Policy, and the No Child Left Behind.

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL program at PS 5 implements instruction in all content areas to assure that the ELLs understand and attain the necessary information and vocabulary for all subjects. PS 5s' ESL teacher incorporates non-fiction literature in the areas of science and social studies to support the lessons being taught by the classroom teacher in those subject areas. She uses the National Geographic website as a writing prompt to teach writing while at the same time teaching Science and Social Studies. The ESL teacher works closely with the PS 5 Science cluster teachers as well as classroom teachers, to create lessons that are aligned with the Science and Social Studies curriculum as required by New York State. This provides familiarization and reinforcement for the ELL of academic terminology used in these subject areas. Math lessons for the ELLs are created using a variety of genres that touch upon the material and academic vocabulary that the ELL needs to know according to the classroom teacher as well as the New York State

curriculum. Lessons are created and implemented by the ESL teacher with advice from the classroom teacher in order to be in alignment with the Common Core Learning Standards. Parents are also asked to advise the ESL teacher of any subject area that they feel their child needs extra help with. To facilitate comprehension of the English language for all ELLs, realia, pictorals, technology, media, Guided Reading books, poetry, and thematic units are used, as well as TPR (Total Physical Response) to create a language rich learning environment. Native Language support is used mainly for Beginner level ELLs at the zero English level. This is done by the use of TPR, realia pictures, drawings, with help from other students that speak the ELLs language and sometimes with use from a computer. Native Language support is provided for all ELLs regardless of age or linguistic level whenever the ELL requests it.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Beginner ELLs are tested in a variety of ways that may or may not include use of their native language. If a translator in the child's first language is readily available, then the classroom teacher may use this staff member to either interpret the tests orally or in writing. In some cases, the teachers may allow the ELL to demonstrate acquisition of the topic via an alternate method other than a written test, which do not call for translational services. For Intermediate and Advanced level ELLs, daily and weekly classroom exams are not readily translatable. PS 5 ensures that ELLs may be appropriately evaluated in their native language throughout the year by permitting the ELLs to use a glossary when they feel it is necessary. Parents of ELLs in the testing grades of 3 - 5, are informed that all NYS exams can be administered, if they so choose, in their native language, with the exception of the ELA, for those students not exempt from the ELA. ELLs are also asked how comfortable they feel reading and writing in their native language. Thus far, all ELLs in current and recent years have opted to take the NYS exams in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs participating in the ESL program are informally evaluated on a daily/ weekly basis by the ESL teacher. The goal of these students is to acquire all four modalities of English language skills, which include listening and speaking as well as reading and writing. Lessons are designed to teach a skill which is then asked to be repeated by the student (listening) whether orally (speaking) or in another genre (writing). The end product of the student is evaluated by the ESL teacher and by the other ELLs (speaking and listening). All ELLs' student work must be accompanied by a form of writing; sentence or paragraph depending on the linguistic and grade level of the ELL - which results in the student having to read his/her writing (reading and writing) before sharing (speaking). These tasks resemble some of those on the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - a. PS 5 has a few ELL subgroups. Instruction is planned according to the students' needs thereby extending to differentiation. Although PS 5 currently has no SIFE students, the following plan is in place should any register throughout the school year: books that are rich in print and illustrations will be used. The illustrations will be closely related to the wording on each page. These books exist in all subjects and content areas. SIFE students will also be instructed using music and poetry methods, audio supplies and visuals. A teacher modeling method and TPR will also be used. Opportunities for communication will exist in the students' exchange of communication via drawing, artwork and TPR.
 - b. ESL instruction for ELLs in the ESL program for less than 3 years (newcomers) is a teacher created plan based on the students' needs such as vocabulary acquisition, grade appropriate academic proficiency, and school social and cultural norms. ELLs in the 3 years or less subgroup receive ESL instruction that correlates with the ELLs grade level curriculum. These ELLs receive ESL instruction according to their mandated number of minutes as determined by their scores on the previous years New York State English as a Second Language Achievement Test (NYSESLAT). Data from the NYSESLAT is used to determine the area of weakness for these ELLs. Instruction is geared to enhance the skills that the ELLs received a limited proficiency score on. According to the data, most newcomers score low on reading and writing. These skills are targeted via thematic units in which literature from various genres is used to focus on certain grammar skills and to produce written responses from. Newcomer ELLs receive instruction that targets arithmetic concepts via various genres that allow for vocabulary enhancement in mathematical terms. Literature that builds background knowledge in Social Studies and Science are also utilized to better familiarize and prepare the ELLs for test taking practices.
 - c. ELLs in the PS 5 ESL program for 4 to 6 years are often in the program because they lack a certain academic language skill which does not allow for them to test out of the ESL program. The limited academic skill is usually due to lack of comprehension in reading and also in the writing component of the English language. ELLs in this subgroup require ample opportunities to practice newly learned English language skills. The opportunities may be provided in reading opportunities for the ELLs in genres other than text but that still reflect academic vocabulary and opportunities for academic speech. These opportunities may appear in computer articles, recipes, comics and magazines, which may appeal to the students' interests. Writing may be done in the form of

electronic correspondence, journal entries, and other personal yet academically related means. Word walls are just as effective for the ELLs that fall under this category as they are for the younger ELLs.

d. Students that have not tested out of the ESL program after six years are considered Long Term ELLs. The following services are provided to Long Term ELLs:

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

After school programs

Communication between classroom teacher and ESL teacher

Teacher - student conferencing

All ELLs remain in the PS 5 ESL program for the school year at the end of which they are administered a series of four exams known as the (NYSESLAT). This is administered by PS 5s' ESL teacher. In some cases, a long term ELL with no AMAO progress, may be referred to the School Assessment Team.

e. ELLs that have tested out of the ESL program may continue to receive ESL instruction for upto two years of having tested out of the program, if requested by the ELLs' parents or teacher, as a form of Academic Intervention Service. The instruction for these former ELLs will be left to the classroom teachers' discretion deemed on what he/she feels the student still needs help with. These former ELLs are also allotted extra time when State Exams are given them. The extra time is the allowed number of minutes for the exam, plus an additional half of the allowed number of minutes for the exam.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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

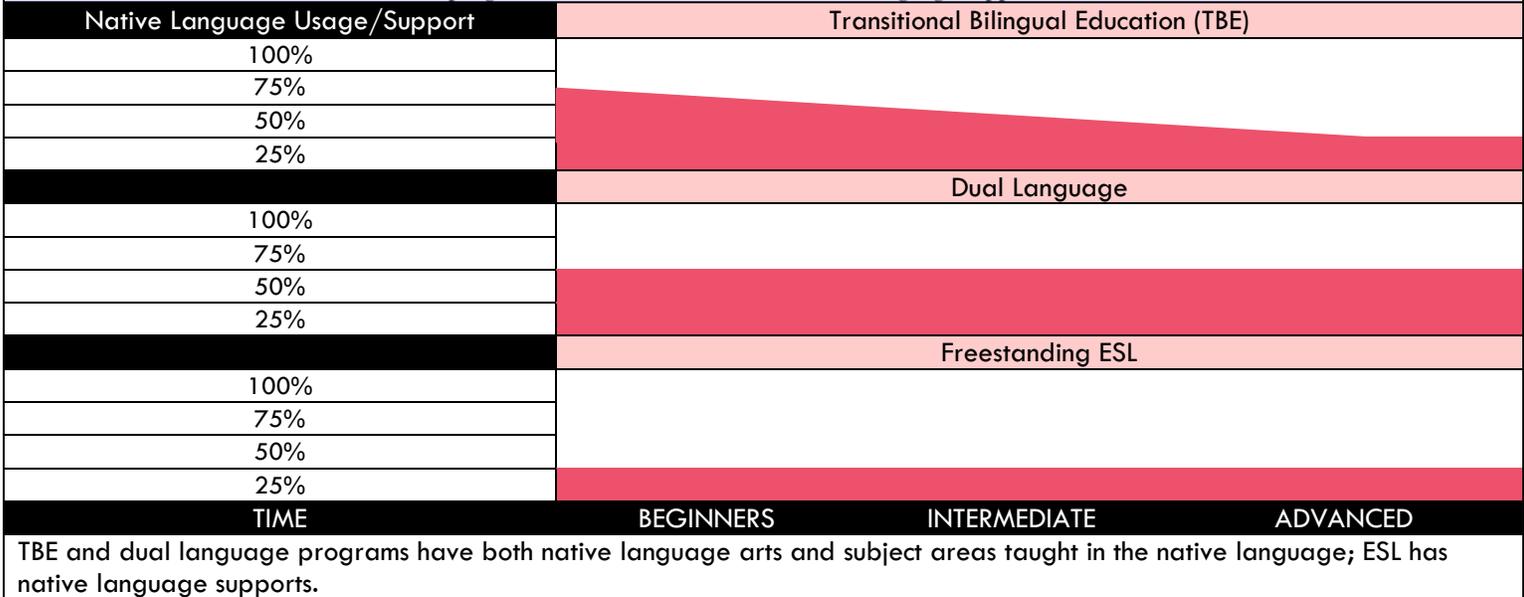
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

9. 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.

Targeted intervention programs for ELLs in ELA, math, and other content areas are offered in English at PS 5. All lessons are based on a balanced literacy method, including read aloud, shared reading, reading and writing workshop, as well as the use of scaffolding techniques, graphic organizers and pre-teaching of vocabulary. For the math subject area, PS 5 introduces specialized vocabulary, manipulatives and visual cues, small group activities - for all ELL subgroups, integrated with literature and clarified directions are utilized. The Science subject area focuses on small cooperative learning groups for all ELL subgroups, integration of non-fiction science genre into the balanced literacy program, hands-on approach, and implementation of Science Standards Curriculum in all science lessons. We provide students with more research opportunities through the incorporation of technology. The Social Studies subject area provides ELLs with more research opportunities through technology, project based lessons, non-fiction social studies genre literacy materials, familiarization with primary source documents, and thematic units that correlate with the New York State Social Studies Curriculum as well as with the classroom teacher. All content area subjects are being infused via literature that are rich in academic vocabulary and that provide opportunity for English language acquisition. All grammar mini lessons are taken from the guided reading as well as teacher prepared materials. The Mondo and Linda Mood Bell programs are taught after school, as well as during the day, to strengthen verbal skills and enhance vocabulary. This is open to all students including ELL subgroups. All intervention programs at PS 5 are offered in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current ESL program at PS 5 meets the needs of the ELLs in both content and language development in that it is a program comprised by the ESL teacher and classroom teacher, and is reviewed by the school leadership team. The ESL program must be rigorous and must correlate with the NY State curriculum. PS 5 collects several forms of data to formally and informally assess the ELLs and thereby guide instruction. Such data includes DRA, Fountas and Pinnell, and material in the students' folders. Data showing students struggling or not progressing in any content area, is immediately shared by the classroom teacher to the ESL teacher so that a plan for reteaching the topic to the student can be put in place. The student will then be retested informally on the topic to show attainment of the academic information. The informal assessment includes opportunity for the ELL to share or retell the learned material verbally, including any new academic vocabulary, to also check for not just comprehension of the subject, but to check for language development as well.

11. What new programs or improvements will be considered for the upcoming school year?

PS 5 has voted for and agreed on a school-day schedule that starts and ends at the same time everyday, but that allows two days of Extended Time of instruction for students with extra academic instruction needs. Test prep classes at PS 5 are held on Saturday mornings and Monday and Friday after school. The School Enrichment Model (SEM) is another recently incorporated program at PS 5. Each grade selects the day and time of the week to engage the students in the SEM classes. These classes are geared to enhance the students academic experience by exploring a topic in depth. The teachers incorporate the arts and technology in a hands approach. The students create a project which is later displayed and offered to the parents of the students in a school wide fair to promote parental involvement and student participation. This also promotes and enhances student self-esteem. These classes will be different from last year because the teachers are encouraged to engage the students in different activities from those of the previous year. Activities in subject areas are aligned to the Common Core Learning Standards. The SEM program is available to both ELLs and monolingual students. It is expected that these classes will improve student acquisition of subject area vocabulary and understanding.

12. What programs/services for ELLs will be discontinued and why?

PS 5 provides its' students including ELLs, with a variety of programs and services all of which are rich in academics and therefore, will not be discontinuing any of its' current programs and services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All programs offered at PS 5 are open to all students of PS 5, regardless of grade, academic level, or English language proficiency. Notices sent home introducing any programs at PS 5 are sent home in English. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language. In this manner, PS 5 has assured that all parents or caregivers of its' student body are made aware of all programs and events taking place at PS 5 and thereby has afforded equal access to all ELLs for all school programs. Programs include but are not limited to the Saturday Academy program which focus on academic enhancement. The program runs once a week for approximately 4 weeks, at an hour and a half each meeting time, and is open to current ELLs, former ELLs, specifically to students of PS 5 that are currently in testing grades - 3 to 5. The Saturday Academy program focuses on literacy and mathematics. Literature that reflects non fiction as well as fiction and which

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Instructional materials used to support Beginner and Intermediate ELLs are: Mondo and other Multicultural literature, Author study books: Eric Carle, Leo Lionni, Margaret Hiller, Non-fiction information texts, Poetry, Audio listening centers: read aloud, read alongs, and music, technology: PBSkids.org, Starfall, SurfNetKids.com, Brain Boosters.com, and Smartboard activities. Instructional materials used to support Advanced ELLs and ELLs in the testing grades include: Non-fiction literature: National Geographic, the local Newspapers, Scholastic news for kids, Technology: National Geographic website, Read alouds, read alongs, and music, and Poetry.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
PS 5 exercises the ESL program model. Native Language instruction is used strictly for the newcomer ELLs that speak zero English language and that appear to be experiencing levels of frustration as well as possible loss of self esteem. In these instances, the ESL teacher, with the use of a computer, will reach out to the ELL by doing a search of that students' country. The "Images" prompt of the internet is used as opposed to the literary version of the search. The student is then encouraged to identify and share his / her knowledge of the images. The ESL teacher helps the student by stating the word of the images in English that the student has identified either by TPR or verbally. Sometimes, the ESL teacher may ask for the help of another student or staff member that speaks the same language as the zero English language ELL, to communicate with the zero English language ELL but only for one word or short phrase translations. These zero English language ELLs are encouraged to draw a response to the lesson on hand and to write a one word or simple phrase describing their drawing. The writing can be done in their Native Language and then translated to English collaboratively with the ESL teacher. The students' writing if not in English, is then asked to be written in English on the same paper that the student wrote in their Native Language. This is done to promote a bridge or relationship between the two languages (the students Native Language and English), to help foster learning of the English language, to promote communication, to facilitate understanding of a topic, to encourage acceptance of the ELL, and to help build the ELLs self esteem. Native Language instruction is also provided via Native Language literature in the classroom library. English language communication either by visuals, manipulatives, or TPR is expected from all ELLs in the ESL program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
PS 5 implements an ESL program that corresponds to the ELLs age and grade level as closely as possible. The ELLs are grouped in accordance with the English language level that the ELL scored under either from the LAB-R or the NYSESLAT. The ESL schedule however, complements the classroom teachers' schedule and often ELLs are grouped together across English language proficiency levels. This occurs only in the rare instance that there may not be any margin in the ESL schedule. Differentiated instruction is provided for the ELLs that may happen to be in a non homogenous group. More often, PS 5s' ELLs are grouped together across varying grade and age levels but that are of the same English language proficiency level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
In June 7, 2013, parents of newly registered Kindergarten students, including but not limited to ELLs, were invited to PS 5 for a Kindergarten Orientation. Informational presentations were made by the Principal, Parent Coordinator, School Nurse, ESL teacher, School Aides, and PTA President. Kindergarten Handbooks were distributed to all who attended and mailed to parents who were not in attendance. The handbook contained general school information and procedures, Kindergarten Goals, Readiness Checklist, School Supply list, Arrival and Dismissal procedure, and Activity Calendars for June, July and August . Parents were welcomed to the school, provided with pertinent information and were afforded the opportunity to ask questions. In the beginning of the school year, an Orientation is held for the parents of the ELLs, in which they learn about the ESL program and other language programs available to their children in NYC schools. Parents are introduced to the school Principal, Parent Coordinator, and ESL teacher. This Orientation is offered throughout the school year as new ELLs enroll.
18. What language electives are offered to ELLs?
ELLs at PS 5, that are at the Zero English language level, or Beginner English language level, are encouraged to communicate in English, but may elect to communicate in their native language so long as they support the communication by retelling it or presenting it in another genre.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. The ESL teacher at PS 5 attends a monthly PD, which aides the ESL teacher in preparing lessons plans that suport ELLs academic engagement in the Common Core Learning Standards. These PDs' are held by the ESL Network Specialists which represent the Borough. Often times, Regional guest speakers and representatives from major educational publishing companies are invited to offer teaching insights that help align the ESL program to the Common Core Learning Standards.

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

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

D. Parental Involvement

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: The Huguenot School

School DBN: PS 005

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Lisa Arcuri	Principal		
N/A	Assistant Principal		
Mrs. M. Accardo	Parent Coordinator		
Ms. N. Torres	ESL Teacher		
Mrs. Paronich	Parent		
	Teacher/Subject Area		
Mrs. J. Fioribello / Science	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Mr. Stuart Cutler	Guidance Counselor		
	Network Leader		
Mrs. Cusumano	Other <u>IEP/SETSS.</u>		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R005 School Name: The Huguenot School

Cluster: 5 Network: 533

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

Part A: Needs Assessment Findings

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

PS 5 has a multicultural student population of 214. Of these, only 1 is a non-English speaker. The parents of this student, and of our monolingual students, were asked upon their child's date of registration via a Home Language Identification Survey (HLIS), to select in which language would they prefer to receive school letters and documentation. The data taken from these forms has been comprised into a list, kept by both, the ESL teacher and the Parent Coordinator. Thus far, the data reveals that the parents of the PS 5 student body all wish to receive said information in English. In the event that a parent wishes to receive school related materials in a language other than English, the school staff will seek to find a NYC Board of Education staff member within PS 5 or that of a neighboring school, that speaks the language of the parent, that can translate into writing or orally as requested by the parent, all school related material and information. If a NYC Board of Education staff member can not be sought, PS 5 will seek for a fellow parent to do the translation. In the event that a fellow parent of the same language as the requesting parent can not be found, PS 5's Parent Coordinator will contact the Dept. of Education's appointed translation and interpretation service office, The Translation and Interpretation Unit within the Office for Family Engagement and Advocacy, which can be reached at 718-752-7373, and request for a Translator that will provide for the requesting parent, written translation or oral interpretation in an appropriate and timely manner

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

As per the list generated by the ESL teacher, of parents requesting translation and interpretation, it has been determined that no parents require translation or oral interpretation needs. These findings were reported to the school community during the first PTA meeting held in September, 2013. However, our written and oral translation services remain available to all parents. Our Parent coordinator is always present at arrival and dismissal times when our parents, including ELL parents have the opportunity to ask questions about any school or child related matter. This provides as informal avenue for daily communication. In addition, DOE signs in eight languages are posted in the main office and

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

Part B: Strategies and Activities

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

All new comers to PS 5, whether transitioning or newly enrolling, will be asked if they prefer to receive school documentation and information in a language other than English. If the parent of said student requests this service, PS 5s' Parent Coordinator will inquire of this with the Principal and the ESL teacher, to see if there is a staff member that is fluent in that parents language that can provide translations of all school related documentation. In the event that a staff member at PS 5 fluent in that language can not be found, a staff member from a neighboring school or a PS 5 parent will be sought. In the event that none exist that are fluent in that parents' language, PS 5s' Parent Coordinator will contact the Dept. of Educations appointed translation and interpretation service office, The Translation and Interpretation Unit within the Office for Family Engagement and Advocacy, which can be reached at 718-752-7373, and request for a Translator that will provide for the requesting parent, written translation or oral interpretation in an appropriate and timely manner.

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

All newcomers to PS 5, whether transitioning or newly enrolling, will be asked if they prefer assistance with oral interpretation in a language other than English. If the parent of said student requests this service, PS 5s' Parent Coordinator will inquire of this with the Principal and the ESL teacher, to see if there is a staff member that is fluent in that parents language that can provide oral interpretation of all school related interviews and or meetings. In the event that staff member at PS 5 fluent in that language can not be found, a staff member from a neighboring school or a PS 5 parent will be sought. In the even that none exist that are fluent in that parents' language, PS 5s' Parent Coordinator will contact the Dept. of Education appointed translation and interpretation service office, The Translation and Interpretation Unit within the Office for Family Engagement and Advocacy, which can be reached at 718-752-7373. Measures sought may also include referring to a translation program on the internet for the oral interpretation situations or using a bilingual dictionary for assistance.

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

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