

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

**School Name:** PS/MS 5  
**DBN (i.e. 01M001):** 07X005  
**Principal:** MARY PADILLA  
**Principal Email:** MPADILL@SCHOOLS.NYC.GOV  
**Superintendent:** YOLANDA TORRES  
**Network Leader:** ANITA BATISITI/MARGARET STRUK

## 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
Mary Padilla	*Principal or Designee	
Julianna Vasquez	*UFT Chapter Leader or Designee	
Josie Hibbert	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Evelyn Roca	Member/ UFT	
Roselyn Leuzzi	Member/ UFT	
Carol Clarke	Member/ UFT	
Belinda Soto	Member/ Parent	
Melanie Baez	Member/ Parent	
Inocencia Tolbert	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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

By June 2015, firmly establish human resource systems and school structures in order to coordinate student support services that will directly impact teaching and learning as by measured student support schedules, RTI assignments and percentage of students showing progress will be an increase by 5 percentage points.

### **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.

NYS ELA and Math assessment data, MOSL, and OORS reports show there is a need for students to receive comprehensive support to demonstrate academic and personal growth, achieve their highest levels, and be college and career ready.

### **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. School leaders disaggregate school assessment, demographic, qualitative data across all grades and content areas.
2. Establish and prioritize supports to create cohesion among grades and departments to strategically align professional development, family outreach, and student learning experiences and supports. Emphasis on evidence, linked to professional development to improve teaching and learning outcomes for students
3. Increase direct teacher student interactions and seat time, providing small group instruction through C6 assignments, AIS, afterschool and Saturday academies. Assignments will be based on content area expertise.
4. Regularly examine evidence from multiple sources of data, which are tracked for progress and are understood and supported by the entire staff. Data is collected, evaluated and analyzed amongst grade and content teacher teams and administration.
5. Systems are regularly refined and revised to identify students' strengths and needs to ensure their growth.
6. Support from Fordham PSO.

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

1. School leaders, grade and department leaders, mentors, cluster, AIS, , student support personal, scheduling, budget, school-wide planning, professional development

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

1. Targets and student progress are measured against baselines
2. Lessons, unit plans, curriculum maps and assessments adjusted to address gaps measured against Danielson Framework
3. Teacher teams consistently analyze student work to inform /redirect changes to classroom practice measured against Citywide Expectations
4. Teachers know their students as individuals, academic and social needs and behaviors.
5. Interventions are appropriate and strategic.
6. Schedule is revised to meet the academic and personal needs of students
7. SLT agendas, events and professional development calendar,
8. Ensure school time programming is strategically blocked to provide opportunities for collaboration and targeted instruction
9. Schedule enrichment activities and C6 RTI for tier 2 and 3 instruction
10. Title III funded Saturday ESL Academy
11. PBIS- Positive Behavior Intervention System

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

1. September 2014- June 2015

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

1. Per session for professional development, afterschool planning, Saturday Academy
2. Block scheduling
3. Strategic use of administrative period
4. Assemblies to address positive behavior
5. Words of Wisdom- Character Education Program
6. Family Engagement
7. Rewards for PBIS

***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).

Advertising, Learning Leaders events, workshops, SLT and PA support  
Parent Engagement Newsletter, school website, workshops, seminars, class dojo, Jupiter Grades, Kinolved  
Advertise and Inform Parents of DOE Division of Family and Engagement opportunities

***Budget and Resource Alignment***

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

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

Title I SWP funds are also used to support these initiatives.

## 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.

By June 2015, high cognitive challenging learning tasks formulated by both students and teachers will measurably impact learning outcomes for students as measured by in house assessments, summative and formative assessments, citywide MOSLS, periodic assessments and NYS exams; percentage of students showing progress will be an increase by 10%.

### **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.

Across classrooms, student

work products and discussions reflect uneven levels of student thinking and participation measured by classroom observations, reports and feedback.

### **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. Disaggregate Advance reports, teacher reflection, student work and feedback.
2. Develop professional development plans for individuals, departments and content areas, with targeted goals school wide, teacher and student.  
which includes quality of questions/prompts, discussion techniques student participation
3. Ensure school time programming is strategically blocked to schedule teacher teams across grades, content areas and departments to promote/support instructional focus initiative.
4. Unit and curriculum maps are developed that represent high level thinking.
5. Authentic in house created baselines and end of unit tasks are aligned to targeted power Common Core Learning Standards.
6. Administration, instructional specialists, mentors and lead teachers facilitate professional learnings via the Chancellor's learning days, held once a week, book clubs, demonstration and co-teaching.
7. Planning meetings both staffed vertically and horizontally with peers, coaches and school leaders.
8. School leaders provide focused feedback, teachers plan and refine classroom practices to incorporate strategies aligned to the focus.
9. Regularly monitor and reflect upon impact and implementation.

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

Administration, lead teachers facilitate professional learnings via afterschool workshops, lunch and learns, book clubs, demonstration and co-teaching  
school leaders to promote and support coherence via planning meetings both staffed vertically and horizontally with peers.

Tiered interventions via strategically staffed C6 periods, afterschool and Saturday Academy

Differentiate process and product

Scheduling

Consultants from Generation Ready, Teaching Matters and Fordham PSO to support teacher teams

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

1. Lessons, unit plans, curriculum maps and assessments adjusted to address strengths and needs measured against Danielson Framework
2. Teacher teams consistently analyze student work to inform changes to classroom practice measured against student baselines
3. Teachers know their students as individuals, academic and social needs and behaviors and adjust instruction as necessary
4. Teachers utilize in house school assessment measures
5. Interventions are appropriate and strategic measured against student performance data.

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

1. September 2014-June 2015

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

Scheduling, professional development, coaching and mentoring, lesson studies, workshops and support from Fordham PSO and Teaching Matters consultants

Per session for professional development, afterschool planning, Saturday Academy

### **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).

Learning Leaders Grant That provides workshops in Common Core, Book making and other activities to assist parents with their students at home.  
Workshops explaining CCLS expectations utilizing the Parent Involvement afternoons on Tuesdays  
Feedback during parent engagement about child progress  
Monthly newsletters from the teachers highlighting the units that are currently being taught as well as strategies to assist their children at home.  
Updated school website that informs parents of events at school as well as each grade providing supports and strategies to assist at home.

***Budget and Resource Alignment***

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

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

X Title I SWP funds are also used to support these initiatives.

### **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.

By June 2015, to build on previous years' expectations and NYC 's focus on teacher teams, to study and implement, prioritize instructional practices that impact teaching and learning as measured by student progress and performance; percentage of students showing progress will be an increase by 5 percentage points.

#### **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.

Teacher teams analyze assessment data and student work for students they share or on whom they are focused, but this work is not consistent across departments and grades.

#### **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. Ensure school time programming is strategically planned for opportunities engaged in inquiry-based, structured professional collaborations. Staff time is structured such that teams meet regularly and effectively.
2. Administration and teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work. Teacher teams consistently analyze student work to inform /redirect changes to classroom practice
3. Distributed leadership structures are in place so that teachers have built leadership capacity.
4. Regularly monitor, reflect and readjust upon impact and implementation.

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

1. Administration, classroom and out of classroom personnel,
2. network support and instructional leads
3. Planning meetings both staffed vertically and horizontally with peers, coaches instructional leads, and school leaders, within and across departments. Inclusive of teachers with disabilities, ELL students, and lowest third.
4. Distributed leadership model
5. Fordham PSO support

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

1. Lessons, unit plans, curriculum maps and assessments measured against Danielson Framework
2. Teacher teams consistently analyze student work to inform /redirect changes to classroom practice as measured by DOK and CCLS.
3. Teachers know their students as individuals, academic and social needs and behaviors.
4. Interventions are appropriate and strategic.
5. Schedule is revised to meet the academic and personal needs of students
6. Opportunities for collaboration and consensus building.

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

1. September 2014-June 2015

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

1. Per session for professional development, afterschool planning, Saturday Academy
8. Title III funds Per session for professional development, afterschool planning, Saturday Academy
9. Title III funds
- 2.

#### **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.

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

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## 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.)
<p><b>ELA</b></p>	<p>Lesson design will include connecting to prior knowledge and presenting it in the larger body of knowledge helps students to see the whole picture, contextual teaching to facilitate students' understanding of the new concept, selecting activities that will advance students' understanding of the concept, directing students in active discussions assisting them to create meaning, skills applied in real situations, not in isolated exercises, degree of explicitness in instruction, direction and support depends on students' individual needs, utilizing graphic organizers and other learning tools, teachers adjusting their pacing accordingly</p> <p><b>Contextualization</b>-Teacher uses visuals such as pictures and manipulatives to help students comprehend. Charts diagrams and maps are used, graphic organizers are used to help students arrange the information in visual group, semantic mapping to display words, ideas or concepts in categories and show how they are related to each other, story maps that display in graphic the components of the</p>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> </ul>	<p>After-School ( Grades 3-8)            READ After-School (Grade 1)            ESL Saturday Academy (Grades1-8)            AIS During the School Day (Grades 3-8)</p>

story, Venn diagrams which allows text comparison and timelines where the chronological pace of the story is laid out.

**Modeling**-Teacher models routines, reading and engages in think alouds

**Thematic planning**- Vocabulary is repeated naturally in lessons that are related through a theme

**Multiple Entry Points**-Teacher allows students to demonstrate their understanding in different ways as well as using a variety of activities besides traditional lessons to present information.

**Instructional practices include student centered activities which lead to high level of engagement. Students are active participants and take more responsibility for their learning. Flexible grouping facilitates explicit teaching and enables teachers to provide targeted lessons. Learning stations/centers promote optimal use of resources in support of differentiated instruction.**

- **Fountas and Pinnell leveled Literacy Intervention Program**
- **Technology based instruction**
- **Depth of Knowledge Questioning**
- **RTI groupings and strategies embedded into the Teacher's**

	<b>College Curriculum.</b>		
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <b>Math Exemplars</b></li> <li>• <b>RTI groupings and strategies embedded into the Go Math and CMP3 Curriculum.</b></li> <li>• <b>Technology based instruction</b></li> <li>• <b>Depth of Knowledge Questioning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> </ul>	After-School ( Grades 3-8) READ After-School (Grade 1) ESL Saturday Academy (Grades1-5) AIS During the School Day (Grades K-8)
<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>Exposure and explicit instruction on Scientific ideas and vocabulary</b></li> <li>• <b>Hands on science using the FOSS kits with the aim of vocabulary development</b></li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> </ul>	After-School (Grade 4-5)
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• <b>Benchmark Books: Early Explorers and Navigators program (Non-Fiction)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> </ul>	During the School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p><b>At-risk Services Provided by the Guidance Counselor:</b>            Type of Program/Strategy Used: Will provide guidance and crisis counseling services, students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p> <ul style="list-style-type: none"> <li>• The Teacher’s Encyclopedia of Behavior Management</li> <li>• Pre-Referral Intervention Manual</li> </ul> <hr/> <p><b>At-risk Services Provided by the School Psychologist</b>            School psychologist will offer services, agency referrals and educational, social and personal services on an as needed basis to at risk students. This service will identify emotional, social, neurological factors that impede on student needs by suggesting additional student support services.</p>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> </ul>	During the School Day

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**At-risk Services Provided by the Social Worker:**

Type of Program/Strategy Used: Will provide counseling services to at risk students, students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.

- Behavior Contracts
- Community Building
- Push-In Classroom Workshops
- Pre-Referral Intervention Manual

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**At-risk Health-related Services:**

Type of Program/Strategy Used: (Open airways)Will provide health related services to assist students learning how to cope with related

**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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

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

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

PS/MS 5 has made an effort and will continue to make an effort to abide by the NCLB Act by hiring certified teachers. PS/MS 5 participates in city wide job fairs and NYC Teaching Fellows job fairs. PS/MS 5 canvases universities and college programs for prospective candidates. PS/MS 5 also interviews staff from the Teacher Reserve Pool

**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).

Instructional leads and assistant principals will attend professional development sessions on GoMath/CMP3, turnkey it to all classroom teacher. Learning sessions on the workshop model will be implemented via coaching, intervisitation and demoing. Lunch and learns, afterschool workshops, Saturday workshops will be given on topics such as the Response to Intervention, Citywide Instructional Expectations, SIOP method, Teaching and Differentiating Instruction for the Students with Disabilities and English Language Learners. Workshops in the Danielson Framework will be given and differentiated by the teachers weaknesses in Domains identified by both the teachers and the administration

**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.).

- Funds from Tax Levy and Title I will support this goal by providing professional development to staff and administration on planning and implementation of the Common Core standards in ELA and Math. Literacy and Math coaches will work with teachers to implement the standards, , use the data collected from the program to inform instruction and align the math and ela program with the Common Core.
- Per session funds will be scheduled for teachers and administrators to attend trainings and professional workshops, planning, scoring and discussion of the students work around Ela and Math content. Students in Temporary housing will receive basic school supplies and uniforms as needed to be better prepared for the challenges of the school day.

## 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.).

Parents of our Pre-k students are invited to a beginning of the year orientation session where goals of the program are discussed. Parents also attend an hour and a half session with their students the first days of school to assimilate the students into the school environment. Teachers share assessment data via progress reports as well as parent teacher conferences. At once a month meetings with the principal common core and other educational information is disseminated.

### 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.

This year PS/MS 5 created a MOSL committee as per the citywide instructional expectations. The MOSL committee was responsible for making recommendations for the assessments that would be used to evaluate teachers of the student measures of learning. Once the recommendations were made; the committee informed the rest of the school of their findings and results. The staff participated in professional development sessions designed to administer, score and analyze the test to give the teachers the information they would need to inform instruction.

Teachers are provided with professional development opportunities based on their informal surveys, citywide expectations, and outcomes from their observations based on the Danielson framework,

## 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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$665,760.15	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$103,946.00	X	See action plan
Title III, Part A	Federal	\$17,000.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,839,779.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Port Morris School	DBN: 07X005
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_

90 English Language Learners in grades 1,2,3,4,5,6,7 and 8 will receive intensive ESL instruction via a Saturday Program. The Saturday Program will run beginning January through April 2014 for a total of 10- four hour sessions with 5 certified ESL/Bilingual teachers. There will be 5 groups small in size with no more than 18 students in each group to ensure more individualized instruction. Students will be grouped within two grade spans and proficiency levels. For example, Ells' proficiency levels in grades 1 and 2 will be analyzed and then grouped accordingly into two groups. This same process will be done for grades 3 & 4 , 5 & 6 and 7 & 8. This will be the only program in session on Saturdays, hence, 1 administrator will be needed to oversee this program.

### DAILY SCHEDULE:

9:00-9:30 Oral Language Development: Discussions 4Learning

9:30 - 10:30 ESL Reading and Writing: Benchmark Books/On Our way to English/Rourke Language Development

10:30-11:00 Reader's Theater

11:00-11:45 Arts and Crafts Project Based: Thematic Units

11:45-12:30 NYSESLAT Practice

12:30-1:00 Comprehension Games

### DURING THIS SATURDAY PROGRAM ELLS WILL FURTHER DEVELOP THEIR FLUENCY AND COMPREHENSION:

Reader's Theater will be used. Students will work on improving oral reading fluency, develop listening skills, develop oral expression and speaking skills, identify character traits, explore voice mood and expression as a way to portray character traits and learn new facts and content knowledge. At the end of the program students will perform a play from the Reader's Theater to parents and will be taken to see a Broadway play (Matilda) where they can appreciate and link the plays and work that is put into a production.

Students will be introduced to themes and topics in science and social studies. This will be done using different types of graphic organizers, such as, flow charts, KWL charts, cause and effect charts, concept webs, graphs, timelines and compare/contrast charts. Students will practice using sentence structures, enhance high frequency words and content vocabulary while reading leveled content text. Science and Social Studies state standards will be met while addressing the ESL standards.

Our English Language Learners will develop their literacy, academic language and content knowledge using Benchmark English Explorers program. Themes that will be explored are: World Geography, World Communities, regions of the United States, Life Cycles, The Environment and Habitats.

## Part B: Direct Instruction Supplemental Program Information

Teacher's will also use Rourke Classroom resources: ELL/Oral Language intervention kits. These kits will be used for ELLs who have been in this country for less than three years. This Kit contains Lap books and student biiks which lends for small group instruction or partner reading and language photo cards with differentiated instructional lessons for different language stages: beginning, intermediate and advanced through the development of vocabulary and comprehension. In addition

On our way to English 2010 - differentiated readinginstruction strand and oral language development strand will be sude. This strand focuses on oral language development, reading comprehension stragies and writing.

Discussions 4Learning is another program that will be used. It enriches the print based curriculum with explicit instruction in academic language that students will need to comprehend more challenging texts. This program is based using real -world photos and fine art to capitilaize on students' curiosity about the world.It will be used on the beginningof the day during whole group discussion. The programs themes across the four levels are: Things we see and use, Our living world, Places and Spaces, Our changing world.

Our Saturday program will provide participants with more intensive instruction in English in order for them to be better prepared for the state assessments in reading/writing using content area materials. it will supplement the regular day instructional program by giving students more opportunities to strentghen and improve their listening, speaking, reading, writing skills in English. NYSESLAT practice from Attanasio will be used.

Teachers will use highly motivating games(The Learning Well comprehension games) to develop concrete, abstract, or critical thinking skills. These games are designed to help students at risk and ELLs providing fundamental practice along with a lot of success to build on. The areas of listening and writing will specifically focus on the data analysis that indicated these components as areas of deficiency in many of our ELL students.

Teachers will provide strategy based instruction and intervention at the right levels. Strategies will be taught consistently and sequentially at each level. The program will be supervised and evaluated by the principal.

## Part C: Professional Development

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

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

Begin description here:

All bilingual and ESL Teachers providing in school Title III enhanced ESL services will be provided with professional development on English Language Acquisition and Academic Rigor according to the Common Core State Standards to ensure English Language Profincey. ESL strategies and student

### Part C: Professional Development

grouping will also be discussed.

Professional development will be conducted by Jacqueline Valentin( Bilingual Coordinator).

Evelyn Roca(ESL Teacher) and Lourdes Rubio(Bilingual Teacher) will assist. They will turn key the SIOP model to all ELL teachers.

Schedule of topics that will continue throughout the year are:(These professional development will be conducted once a month, Monday afternoons between 2:40 to 4:00pm.)

October: Student Groupings according to language proficiency, skills, topic and project

November: Assessments for ELLs -formal and informal(analyzing NYSESLAT and the Rigby ELL Assessment: listening, speaking, reading, writing)

December: Building academic language using cognates, organizing functional language and literacy cues

January: Sheltered instruction: Planning and Organizing Specially designed academic instruction for ELLs

February: Using assessment to plan instruction

March: Individual Instruction; private reading lessons for ELLs.

April: Meeting ELLs at their entry point: how does it look like in the classroom (differentiating the instruction)

May: Part II of SIOP model

All classroom and cluster teachers participate since there are ELLs in monolingual classrooms. They are specifically trained in understanding and analyzing the NYSESLAT and scaffolding instruction for their ELLs and differentiating their instruction according to their levels.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parent and community participation will be conducted during after school time. Parents of ELLs will be invited and encouraged to attend all school functions and activities after school. These workshops are held 5:00-6:30 pm:

**Part D: Parental Engagement Activities**

Curriculum Night - September(Selected Teachers and Instructional Leaders)  
 Literacy Night-October(Selected Teachers and Instructional Leaders)  
 Homecoming Weekend-October(All staff)  
 Multicultural Night-November(All Staff)  
 Test Orientation(ELA, Math and Science)-February(Instructional Leaders)  
 Test Orientation(NYSESLAT/ELE)-March(Bilingual Coordinator)  
 Family Day-May(All Staff)

Monthly Breakfast with the Principal (held at 9:30am) Parents and administrators in a friendly environment and atmosphere communicate what to expect the following month at PS/MS 5 and parents are able to discuss concerns, ideas and praises.

Tuesday afternoons between 2:40 and 3:55 all parents are invited to come to the school and participate in educational games which they can do with their child at home. These parent workshops are conducted by the classroom teachers. In this manner teachers are able to create games more suitable to the needs of their students.

Monthly schedule:

- First Tuesday - PK-2 parents
- Second Tuesday - 3-5 parents
- Third Tuesday - 6-8 parents

Monthly grade wide parent newsletters are send out and translated as well. These activities and newsletters help keep parents informed of curriculum, mandates, assessments, how to keep their child at home and building school community.

Multiple times during the year all parents are given surveys to know how we can better assist them in the meetings.

There will be a final luncheon for parents and family members of program participants where students will present a play.

**Part E: Budget**

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

Allocation Amount: \$17000

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

**Part E: Budget**

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

Allocation Amount: \$17000

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

**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 <b>07</b>	Borough <b>Bronx</b>	School Number <b>005</b>
School Name <b>Port Morris School</b>		

### 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 <b>Mary Padilla</b>	Assistant Principal <b>D. Velasquez D. Lafontaine</b>
Coach <b>C. Clarke</b>	Coach <b>R. Leuzzi</b>
ESL Teacher <b>E. Roca</b>	Guidance Counselor <b>D. Lenihan</b>
Teacher/Subject Area <b>O. Jaime</b>	Parent <b>I. Tolbert</b>
Teacher/Subject Area <b>L. Rubio</b>	Parent Coordinator <b>D. Mercedes</b>
Related Service Provider <b>type here</b>	Other <b>J. Valentin ,Bilingual Coord.</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>5</b>	Number of certified NLA/foreign language teachers	<b>5</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>705</b>	Total number of ELLs	<b>147</b>	ELLs as share of total student population (%)	<b>20.85%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE	1	1	1	1	1	1	1	1						8
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	147	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	30
SIFE	14	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	16

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. [?](#)

	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	
<b>TBE</b>	47	2	1	18	0	0	1	0	1	66
<b>Dual Language</b>	0	0	0	0	0	0		0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	47	12	14	19	0	8	15	0	4	81
<b>Total</b>	<b>94</b>	<b>14</b>	<b>15</b>	<b>37</b>	<b>0</b>	<b>8</b>	<b>16</b>	<b>0</b>	<b>5</b>	<b>147</b>

Number of ELLs who have an alternate placement paraprofessional: 1

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	12	10	10	15	9	0	0						67
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>11</b>	<b>12</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>9</b>	<b>0</b>	<b>67</b>						

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	6	3	5	9	21	18						68
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1	1	1	1							4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	3	1	1									8
<b>TOTAL</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>7</b>	<b>10</b>	<b>22</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>80</b>

## 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)	11	8	5	3	1	2	6	5						41
Intermediate(I)	0	8	9	3	8	3	3	6						40
Advanced (A)	4	1	5	9	13	14	13	7						66
Total	15	17	19	15	22	19	22	18	0	0	0	0	0	147

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	19	3	0	0	22
5	12	0	1	0	13
6	12	5	0	0	17
7	11	1	0	0	12
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	0	1	0	0	0	0	0	1
4	7	3	11	1	0	0	0	0	22
5	7	4	1	4	1	0	0	0	17
6	12	6	2	1	0	0	0	0	21
7	7	4	2	3	0	0	0	0	16
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	1	1	3	1	3	1	4		14
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)	15	16	16	12				
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.  
At PS/MS 5 teachers use data from the LAB-R, NYSESLAT, running records(EDL2 and Fountas and Pinnell Benchmark System) and the Rigby ELL Assessment which assess all four modalities, observations and teacher made assessments to provide instructional emphasis on students' strengths and weaknesses to assist in the grouping of students. The results of these tests help teachers scaffold instruction and

inform their lessons to meet every students' need.

We determine our Language Allocation Policy based on an analysis of LAB-R/or NYSESLAT results. These state assessments measure the four language modalities of Listening, Speaking, Reading and Writing as related to our school English Language Learners population of 154. Teachers then analyze the results of the New York State English as a Second Language Achievement Test (NYSESLAT). Students are grouped and teaching is informed according to their speaking/listening proficiency level and their reading/writing proficiency level. In the NYSESLAT, we were able to see that our ELL students obtained the lowest scores in the areas of reading and writing after reviewing the steps taken to analyze our AMAO. It appears that our English Language Learners perform better in the listening and speaking components of these tests. Our students, as indicated by our analysis have a strong foundation in receptive language (listening), which is easier to learn than the components that require "out put" or expressive language such as writing. The implication for instruction is that our bilingual and ESL teachers in grades Kindergarten to Five need to focus on strategies that help further their instruction of the reading and writing components of ESL. English Language Learners need to have language instruction scaffolded in order to achieve English language proficiency on grade level. ELLs need to be taught and assessed in grade specific academic vocabulary of content area subjects such as Mathematics, Science, and Social Studies and reading fluency of language arts in non-fiction materials. These content area subjects are taught using various ESL strategies via aural-oral and writing. We evaluate the success of our program by tracking the progress of our English Language Learners in all assessments that are given to them, which includes informal and formal assessment.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The patterns across proficiency levels and grades indicate that the highest number of ELLs in our program scored in the advanced levels with 45 % of the students spreading across grades k to 7 while 27 % scored at the intermediate level and 28% scored at the beginner level. The analysis of the LABR/NYSESLAT results indicate that we have to focus on providing academically rigorous native language arts as well as english language arts and english as a second language strategies throughout all content areas.

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 [AMAO tool](#))

The analysis of the LAB-R /or NYSESLAT results for P.S. 5 indicates that most of our English Language Learners are situated in grades 4 and 6. The implications for instruction indicate that we have to focus on providing academically rigorous native Spanish language and multi-cultural education that is aligned and delivered through high quality ESL strategies aligned to the common core learning standards.

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

Please see answer to Question 1 above also.

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?

The data on how our English Language Learners performed in the targeted content areas of English Language arts for grades 3 to 7 were analyzed. An analysis of the 2012-2013 tests revealed that we tested a total of 65 ELLs of which 85% scored at level 1, 14% scored at level 2 and 2% scored at level 3. The implication for instruction is that ELLs required to take the ELA test must continue to receive intensive and rigorous language arts instruction using ESL strategies during read alouds, shared reading, guided reading, note taking and extensive vocabulary building via the content areas. We also need to focus more on students that performed at level 1 in the ELA test to decrease the number of ELLs at this level. This can be done through RTI and differentiation of instruction at the classroom level.

An analysis of the Mathematics NYS test 2012-2013 yielded the following information. A total of 77 ELL students were tested in

grades 3 to 7 of which 65% scored at level 1, 34% at level 2 and 1% at level 3. Students who took the test in their native did not fair better in the math. while 17 students scored a level 1 only 9 students scored at level 2 at level 3m no students took it in their native language. The implication for instruction as per the data is that students who receive rigorous grade level academic work in the content area of mathematics with ESL strategies and native language support will help achieve higher levels.

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

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](#).)

RTI is a schoolwide responsibility at PS/MS 5. High quality instruction is provided and intervention is matched to student needs. PS/MS 5 believe that we can teach all children in the least restrictive environment (the regular education classroom).

ALL students in Tier 1 will receive high quality instruction, differentiated to meet their needs, and are assessed on a periodic basis to identify struggling learners who need additional support. The workshop model is used in the classroom across all subject areas.

Students are taught based on data in whole, small, and individual settings. Teachers demonstrate, guide and differentiate in small group, conferring, guided reading, strategy groups and classroom environment.

Students that are not making progress (Tier 2) are provided with increasingly intensive instruction matched to their needs in the 37 ½ minutes in the morning Tuesday, Wednesday and Thursday for students in grades 3 to 7. Students are placed in small groups during this time and all pedagogues have a group. Embedded into the school schedule there is a 30 minute tutorial time for grades K-7 and all outside classroom pedagogues push-into classrooms to support intervention strategies for struggling learners. Academic after-school programs are provided for students in grade 1 (READ). Grades 3 to 7 will also have an academic after-school program to strengthen their academic skills in reading and math. English Language learners are invited to a Saturday Academy to receive targeted English-as-a- second language strategies that will and can be applied across all subject areas. At this tier targeted interventions are at higher levels of intensity with more modeling, feedback and implementation.

Tier 3 students will receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. Teachers are assigned students during their circular 6 weekly periods. Teachers slow down what they are teaching so students can be taught in deep meaningful manner what they need to learn. Those students who do not respond will be considered for additional supports via the SETSS teacher or recommended for Special education services.

At all Tier levels we are identifying a problem, devising a plan, analyzing the success and establishing new goals throughout all three tiers.

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

Method of Delivery

- Small group
  - One-to-one
  - Tutoring
- 
- Collect, record, analyze and document independent reading level on a monthly basis for each student in the lowest third school wide
  - Use of Fountas and Pinnell benchmark assessments and running records to ensure appropriate placement in guided reading groups and strategy groups

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

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

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
 PS/MS 5 look at and analyze the NYSESLAT report/AMAO and we look to see if we have met our annual yearly progres. All students assessment formal and informal are analyzed with an item analyzes and compared to see their growth thorough the year and from one year to another. When growth is not attained eith in one specific modality, skill or content area then a plan of action is created with the RTI team. The RTI team will meet and discuss each child individually. Present in the meeting ... Mary M. Padilla, Principal, Jacqueline Valentin, Bilingual Coordinator, Roselyn Leuzzi, Literacy Coach and Ariadna Phillips Santos, Computer Technology Teacher and the classroom teacher and any other teacher that service or instructs that student.

These meetings will also include the academic intervention provider and the classroom teacher of the specific students that are being discussed. The purpose of these meetings are to develop an intervention plan that will promote student progress, discuss ways to evaluate whether an intervention plan is effective, and discuss and provide resources to conduct and evaluate this intervention.

Discussion will include:

- Academic and behavioral issues of the student
- Student's academic and social strengths and weaknesses
- Two or three areas team should focus on and develop interventions
- Intervention strategies that have been implemented and why they did/did not work
- Student interests which can serve as motivation for the child

## 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](#).)

P.S.5 follow steps to initially identify students who may be English Language Learners. Parents fill out the Home Language Identification Survey (HLIS) at registration. The Bilingual Coordinator conducts the initial screening with the parent and the child and administers the HLIS form with the parent. Our Bilingual Coordinator is fluent in English and Soanish as well as our Main ESL teacher. Our speech teacher and a fifth grade teacher sre also fluent in French. If When parents that are speakers of other languages need translation services we employ translation services when needed. Depending on the results of the HLIS form the student may need to be assessed using the LAB-R within the first 10 school days the child was admitted. These assessments are administered by the Bilingual Coordinator and the ESL teacher. The Bilingual Coordinator is a certified Bilingual teacher and the ESL teacher is a certified English as a second langugae teacher. They are then scored in-house before they are sent to be scored so that students are placed immediately in their appropriate settings. Scoring of these assessments are done by the Bilingual Coordinator and kept filed in the Main Office with a copy of the student's HLIS form. If a student is considered an English Language Learner according to the results of the LAB-R and they are Spanish speaking according to the HLIS form they are then administered the Spanish LAB. Parents are immediately notified of these results.
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.

In order to ensure that our parents understand the two program choices at P.S.5 and the three coices available in NYC Public Schools, we hold Parent orientation meetings in October and during the spring, in April parents of English Language Learners are informed during orientation meetings in a large group meeting as well as individually as needed. Parents are informed of the components of the Transitional Bilingual Education program that is implemented in our school for Spanish native speaking students. They also learn about our Freestanding ESL program. They view the video on the various ELLs programs available throughout the city, which is provided by the Department of English Language Learners.
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 [\[see tool kit\]](#).)

Entitlement letters are sent home and parents are contacted via phone also. Entitlement letters are translated whenever possible for the parent. This is an ongoing process throughout the school year, depending on new admits. In spring, different data documents are examined to obtain the most recent ELL information and modifications for the NYSESLAT. Some of these documents include the list of students eligible to take the LAB-R/NYSESLAT (RLER), NYSESLAT scores and LAB-R scores (RLAT), and the Test Modification Report (RSPE). In April/May all ELLs are administered the NYSESLAT. In August the results of the NYSESLAT are released and the Principal, Assistant Principals and the Bilingual Coordinator evaluat all English Language Learners to ensure they are palced in the correct setting. Letters are sent home to inform parents of the child's proficiency level and what it means. All information is translated whenever possible and for those languages that cannot be translated we try our best to get a translator to communicate with these parents.

Parents are provided with written information and are invited to visit our Transitional Bilingual Education and Freestanding ESL programs. Afterwards they are given a Parent Survey Form and a Program Selection Choice. All forms are collected at theparent orientation meeting and the bilingual coordinator and the ESL teacher are present and available to assist with the survey. The Freestanding ESL program is for students that speak languages other than English or for children whose parents have opted to place their Native Spanish speaking child/children in monolingual students.

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 reviewing the Parent Survey and program selection, we determine the number of students who will be placed in our TBE program and our ESL program. Parents who do not attend this meeting are called by the bilingual coordinator and asked to come in at the time that is most convenient for them. All consultation and communication activities with the parents are given in their native language whenever possible; this includes letters, written information and forms. If a parent is not available to come to the school at their own time we conduct a short phone meeting to explain all pertinent information about all programs availability. When parents of Spanish speaking ELLs do not make a program choice their children are placed by default in our TBE program. Parents are then notified of this placement by letter and phone call. Parents of ELLs that speak other languages other than Spanish as their L1 are given the Freestanding ESL program as a choice. Our Transitional Bilingual Education and Freestanding ESL program are in alignment with parental request in grades 1 -5. All parent choice letters, copies of letters sent to parents and information given at the parent Orientation meeting is kept in the bilingual parent binder by the bilingual coordinator.
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.
- April students are administered the NYSESLAT according to the names on the RLER/RLAT report and any recent admits. Students are tested individually for the speaking modality and in May students are tested for the listening, reading and writing modalities in that order. The Principal and the Bilingual Coordinator decide the schoolwide dates for the NYSESLAT tests. Teachers are informed and are trained for the administration and the scoring that need to be followed through. An ELL Saturday Academy is created during the winter to help ELL students with their English Language proficiency. Since the Bilingual Coordinator is also the testing coordinator she is able to group students for testing according to their accommodations found on their IEP as applicable. Scoring is done within the school and a schedule is created for scoring, where teachers are assigned to particular class sets of books and specific questions to score. Teachers do not score their own students or their own class.
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. 
- There are three certified ESL teachers one of which is a pre-kindergarten general education teacher but service the ELL population during extended morning and the other is a middle school teacher. All of the TBE teachers are bilingual certified including the bilingual/AIS coordinator. The Transitional Bilingual Education (TBE) in grades k-5 (Elementary grades) is the program model implemented at P.S.5 for our largest language group of (68) Spanish speaking student population whose parents have elected bilingual classes. For students whose L1 is other than Spanish and/or have been placed in monolingual classroom as per parent request we have a Freestanding English as a Second Language program in grades K-5. We currently have a total of 113 English Language Learners in the elementary grades. In the middle school grades we have 41 English language learners that all participate in the freestanding ESL program. Our program models are aligned to parent requests.
- In PS/MS 5 139 or 90% of our English Language Learners are native Spanish speaking immigrants or born in the United States to parents from Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico and Puerto Rico. The remaining 10% of our English language Learners speak one of the following languages: French, Twi, Madingo, French, Creole and Soninke.

## 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])?

PP.S.5 has one Transitional Bilingual class in grades two through five. Classes are heterogeneously grouped but teachers group their students within the class according to English proficiency levels (beginner, intermediate and advanced) to better target language structures within a lesson and move students to a higher proficiency level. Based on their English proficiency levels students receive native (Spanish) language arts and English as a Second Language from the bilingual classroom teacher. Students in the TBE classrooms learn about their culture as well as the other cultures in the school community and of course the United States. The purpose is to set up a climate of acceptance where our English Language Learners feel they are part of the community and they understand their new community. Our classes are not departmentalized in the elementary level. The middle school all ELLs are serviced by a ESL teacher who pushes in during their ELA and Math block time. The ESL teacher plans with the content area teachers to meet the students needs while also meeting the CCLS and ESL standards.

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)?

Teachers in the TBE classes with a large number of beginning level ELLs spend 60 percent of instruction in student's native language and 40 percent in English. Teachers differentiate their instruction in native language arts based on student's English proficiency levels. Teachers instruct throughout the day in their native language 50% for intermediates and 25% for advanced ELLs. Hence, intermediate ELLs should receive English instruction 50% throughout the day and advanced students should receive most of their instruction in English, 75%. When teaching the content areas, concepts are taught in the native language and reinforcement of those concepts are done in English. Terminologies are developed in English and contextual meaning clarified. Non core subjects such as art, music, computer lab, and physical education are taught in English using ESL methodologies and scaffolding instructional strategies. ESL is delivered explicitly in the transitional bilingual education program through the classroom teacher. Each teacher is provided with materials to ensure that ESL instruction takes place. Beginner and intermediate ELLs receive 360 minutes of ESL per week while advanced ELLs receive 180 minutes per week. This is achieved throughout the day through differentiated instruction and small group work throughout the day. ELA is delivered explicitly to advanced ELLs for a minimum of 180 minutes per week.

Content Area Delivery in the TBE program -Languages are separated

Math

Beginner:50min(NL) & 10min(English)

Intermediate: 45min(NL) & 15min(English)

Advanced: 60min(English)with NL

support

Social Studies/Science

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

Art/Music/Phys. Ed.

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

The second program model also implemented at P.S.5 is our Free Standing English as a Second Language program (push-in/pull-out). This program also provides daily ESI services to children in grades two through Five. ELLs in this program are grouped according to grade and within that group they are grouped according to proficiency levels. Students receive ESL instruction beginner and intermediate ELLs receive a total of 360 minutes of ESL a week( 5 times a week 1 hour per day) and advanced students receive a total of 180 minutes of week (4 times a week 45 minutes per day) from the ESL teacher.

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 teacher provide their students with English instruction using ESL methodoogy and instructional strategies through the content areas. They also utilize Balanced Literacy techniques and the mini-lesson model. The ESL teachers challenge the students by focusing on every student task, which encourages and incorporates high order thinking, reading, speaking, listening and writing, while still making it comprehensible to ELLs. Our ESL students also learn about their culture, other cultures within the school community and the United States. The ESL teacher has flexibility within her schedule to meet with different grade teachers to plan and articulate in order to maximize English acquisition. The ESL teacher infuses ESL strategies into content area instruction that is grade appropriate with a focus in their language proficiency levels. These students are also given L1 support through cognates and/or whenever possible reading materials in their L1 that would help them understand the content being taught in L2. Our ESL teachers refer to the grammar transfer and phonics transfer issues that ELLs might experience from their L1. ELLs in this program rceive all content area in English but monolingual teachers are trained at the school level with ESL methodologies by the Bilingual Coordinator to scaffold lessons for ELLs in their classrooms.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Ells are assessed throughout the year in cycles in both English and in Spanish for our spanish speaking ELL population. Ells in grades 3-5 are evaluated throughout the year with the EDL2. This assessment is in Spanish. It tests their reading accuracy, fluency, comprehension skills and writing ability. Grades K-2 use the Fountas and Pinnell Sistema de Evaluacion de la Lectura. This test also assesses student's accuracy rate, fluency, comrehension skills, writing ability in addition to phonics, word analysis and vocabulary dvelopemnt. ELLs in grades K-5 use the Fountas and Pinnell Reading Assessment in English to assess students's accurary rate, fluency, comprehension skills, writing ability, phonics, word analysis and vocabulary.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher and the Bilingual AIS instructor use the Rigby ELL Assessment kit. It assesses ELLs in the four domains of: listening, reading, speaking and writing. In addition to this, an ELLs' English language proficiency is assessed in the four core content areas of: English Languauge Arts, Science, Social Studies and Math. This assessment occurs in the fall, winter and spring so thatinstruction is always informed according the students data.

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).

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

Our highest concentration of English Languauge Learners has been in an English school system three years or less. Our newcomers,

who have been in a U.S. school system for three years or less will receive rigorous academic instruction in Spanish in the major subject areas such as reading, mathematics, science and social studies while they are acquiring English. Newcomers will be invited to attend the Title III summer program to assist them in adjusting. The transferability level of skills in Spanish to English is quicker, easier and stronger for newcomers that have a strong native language development. Students that have a low level of literacy in their native language will receive intensive instruction. These students are also taking part in the Imagine Learning computer program specialized for ELLS and language development 2 times a week for 40 minutes each session. ELLs in grades 3 to 5 are encouraged to participate in after school programs for literacy and mathematics provided to the general and ELL school population. ELLs in grades 1-5 will also participate in the ELL Saturday program.

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

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

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?

- Lesson design will include connecting to prior knowledge and presenting it in the larger body of knowledge helps students to see the whole picture, contextual teaching to facilitate students' understanding of the new concept, selecting activities that will advance students' understanding of the concept, directing students in active discussions helps them to create meaning, skills applied in real situations, not in isolated exercises, degree of explicitness in instruction, direction and support depends on students' individual needs, utilizing graphic organizers and other learning tools, teachers adjusting their pacing accordingly
- Fountas and Pinnell leveled Literacy Intervention Program
- Math Exemplars
- Hands on science using the FOSS kits with the aim of vocabulary development
- Exposure and explicit instruction on Scientific ideas and vocabulary
- Technology based instruction
- Depth of Knowledge Questioning
- RTI groupings and strategies embedded into the Ready Gen, Go Math, CMP3 and Expeditionary Learning Curriculum.
  
- Kaplan Essential Skills Foundation Intervention Program
- Comprehension Strategies Kit
- Reader's Theater
- Benchmark Books: Early Explorers and Navigators program (Non-Fiction)
- Math Intervention Kit for RTI
- Rourke Oral Language Development Kit
- On Our Way to English 2010
- Center Stage Science

All intervention provided in cooperation with parents, outside of the classroom teachers and with the students.

Instructional practices include student centered activities which lead to high level of engagement. Students are active participants and take more responsibility for their learning. Flexible grouping facilitates explicit teaching and enables teachers to provide targeted lessons. Learning stations/centers promote optimal use of resources in support of differentiated instruction.

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?

Teachers of ELL-SWDs use benchmark books to develop and accelerate English language development. This is done through reading to, with and by children, thematic planning, read-alouds, shared reading, guided reading groups, independent reading and individual instruction. Some of our ELL-SWDs receive resource room while still being in a general education class. Other ELL-

SWD's are placed in a more restrictive setting and they are placed in a 12:1 or a CTT. These students receive services from the ESL teacher as a push-in and at other times they are pulled out and they work with other ELLs. Special education teachers and bilingual teachers plan with the general education teacher to meet common core state standards. Instruction is planned together but scaffolding is used to meet students needs. CTT -ELL students are now mainstreamed in grades 5, 6 and 7 in science and social studies. 6<sup>th</sup> and 7<sup>th</sup> grade are departmentalized, hence allowing to begin mainstreaming these students. Our 12:1 classes in the middle school are mainstreamed with regular education classes during physical education. For the first time this year 5<sup>th</sup> grade has been semi-departmentalized and our CTT-ELL students are now being mainstreamed in Social Studies and 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

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

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

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

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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.

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

Academic After-School ( Grades 3-5)

READ After-School (Grade 1)

ESL Saturday Program (Grades 2-5)

Extended Day (Grades 3-5)

Tutorial During the School Day (Grades K-5)

AIS During the School Day (Grades K-5)

Leadership After-School Program

ELA - English:

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

Math- English and Spanish:

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

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

Method of Delivery

- Small group
- One-to-one

Tutoring

Science - English and Spanish:

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

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

Social Studies - English and Spanish:

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

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

ESL:

Reader's Theater

Benchmark Books

Rourke Oral Language Developemnt

On our Way to English 2010  
Center Stage Science  
NYSESLAT Test Prep Booklets

NLA - Spanish:  
Spanish Guided reading books  
benchmark nonfiction books

Method of Delivery:

- Small group
- One-to-one

Tutoring

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

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

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

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of the 120- minute literacy block utilizing the Teachers College units of Study in Reading and Writing based on the language proficiency of ELL students.
- Implementation of a school-wide literacy program in bilingual classes for English Language Learners.
- Continued expansion of classroom libraries, which will include a variety of genre and appropriate leveled texts in English and Spanish.
- Teachers will reinforce literacy strategies during content area instruction using ESL strategies
- Provide intensive professional development in the understanding and application of specialized instructional strategies to meet the needs of all students.
- Reinforcement of literacy strategies during content area instruction using ESL strategies.
- Mandated extended morning for 37.5 minutes.
- Bilingual/AIS Intervention Teacher will work with bilingual students as needed using appropriate language instruction.
- After School Programs in ELA and Mathematics for all students taking City and State Assessments.

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

All curriculum and lessons and activities will be aligned to the CCLS.

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

No programs are going to be discontinued.

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In-class Instructional Materials:

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

Language Arts and Technology

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

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

English as a Second Language

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

Math

- Everyday Math (Spanish)
- Exemplars

Science

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

Social Studies

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

English Language Arts and Native Language Arts:

- Fountas and Pinell Phonics Lessons

Leveled Libraries in Spanish and English

Guided Reading Materials in Spanish and English

1

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

- After-School ( Grades 3-5)
- READ After-School (Grade 1)
- ESL Saturday Academy (Grades 1-7)
- Extended Morning (Grades 3-7)
- Middle School Saturday Academy (Grades 6-7)
- ALS During the School Day (Grades K-7)

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.

Newly arrived students are invited to attend the Summer Title III program to help them adjust. Students who arrive during the school year are given a class buddy to help guide them throughout the day and to feel welcomed. They are also invited to attend

the Saturday ELL program, which is a small ELL student - teacher ratio making it a nurturing environment.

18. What language electives are offered to ELLs?

In the middle school all ELLs are offered Spanish as foreign language but since this is their native language student the class is an advanced spanish class. Students again are assessed to inform the curriculum.

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)?

Paste response to questions here:

## 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.

All teachers, assistant principals, paraprofessionals, ESL teachers and Special Education teachers are provided in school with professional development in English Language Acquisition with Academic Rigor aligned to the common core learning standards to ensure English Language Proficiency. At the beginning of the year teachers meet in August when needed to help with the transition of new grades and a different population of students. All of our Bilingual and ESL teachers will participate in the school professional development activities based on their grade level during faculty conferences, grade common and new teacher preparation periods and individual and group demonstration lessons within the classrooms. Designated teachers will participate in out of school professional development training in literacy, math, ESL and RTI and will turnkey.

There will also be school specific professional development activities specific for teachers of ELL students offered on a periodic basis during lunch and learns, common grade prep periods, after-school and Saturdays. Topics include:

- Differentiated instruction
- scaffolding strategies
- Total Physical Response
- SIOP model for planning lessons
- inter-classroom visitations
- ESL lesson study group and lesson modeling
- Unpacking the New Language Arts Progressions
- the six shifts and what do they mean for ELLS
- The NYSESLAT: What does it look like
- Implementation of the Bilingual Common Core Progressions: What does it mean?

All meeting agendas and attendance are kept in the bilingual binder and in the school's professional development binder.

All teachers of ELLs, as well as monolingual pedagogues are offered the same professional development opportunities. Professional development is coordinated by the Curriculum Instructional Team, which includes the Principal, Assistant Principals, Literacy and Math Coaches, Bilingual Coordinator who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas and ESL methodologies. Topics include:

- Siop Model
- The different proficiency levels and a student's characteristic at that level
- Oral language support
- How to incorporate the four modalities in all lessons and content areas
- Co-operative learning and how it helps the English language learner
- Strategies: Scaffolding

The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction, professional development which will be delivered in a variety of modes to include: in-class demonstration lessons, team teaching, grade wide conferences, study groups, extended day professional development meetings and inter-visitations and grade and language specific training.

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

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

## 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?

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

PS/MS 5 will:

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

### **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: PS/MS 5 PORT MORRIS SCHOOL**

**School DBN: 07X005**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Padilla	Principal		11/15/13
Dany Velazquez	Assistant Principal		11/15/13
Dana Mercedes	Parent Coordinator		11/15/13
Evelyn Roca	ESL Teacher		1/1/0111/15/13
Inicencia Tolbert	Parent		11/15/13
Olga Jaime	Teacher/Subject Area		11/15/13
Lourdes Rubio	Teacher/Subject Area		11/15/13
Carol Clarke	Coach		11/15/13
Roselyn Leuzzi	Coach		11/15/13
David Lenihan	Guidance Counselor		11/15/13
Margret Struck	Network Leader		11/15/13
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 07x005 School Name: Port Morris School

Cluster: 5 Network: 551

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

### **Part A: Needs Assessment Findings**

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

68.0% of our population is Hispanic and many of the parents do not speak, read or write English. We have a small population that speaks Mandingo, French, Jamaican-Creole, Philipino, Afrikans and Twi. When students are admitted to PS5 parents fill out a home language survey. This survey informs us of the home language, be it spoken, read or written. In addition, it informs us of the specific needs of students. Written translation services are essential to ensure effective home school communication. All communication sent home from PS 5 is translated into Spanish with many attempts to get the information in the other language Translation serices are also rendered from approved DOE vendors. PS/MS 5 have 2 bilingual English/French teachers. They assist when needed since the past two years the school has shown an increase of French speaking students. The administrative staff use telephone translation services as needed and requested by parents in need of such services.

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

1. The survey has indicated that we have a total of 147 English Language Learners. 90% of our English language learners are native Spanish speaking immigrants. Furthermore, W w have other English Language Learners speaking languages other than Spanish. Via Parent Teacher Association meetings parents were informed of the school's findings.

## Part B: Strategies and Activities

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

All school bulletins, monthly newsletters, calendars, etc. are provided in Spanish, which is our largest language minority group. We also provide the above-mentioned information to our other ELL parents whose language is other than English in their native language to the extent possible. School staff does translations in-house. Whenever needed the translation office is used.

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

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

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

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