

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R005

School Name:

P.S. 005 HUGUENOT

Principal:

LISA ARCURI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 5 The Huguenot School School Number (DBN): 31R005
Grades Served: K-5
School Address: 348 Deisius Street; Staten Island, NY 10312
Phone Number: (718) 984-2233 Fax: (718) 984-4761
School Contact Person: Lisa Arcuri Email Address: larcuri@schools.nyc.gov
Principal: Lisa Arcuri
UFT Chapter Leader: Lisa De Rosa
Parents' Association President: Kristine Paronich and Marissa Amato
SLT Chairperson: Jennifer Fioribello
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s):

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: (718) 420-5657 Fax: (718) 420-5677

Borough Field Support Center (BFSC)

BFSC: D31 Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 971-755-7339 Fax: 718-556-8375

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Arcuri	*Principal or Designee	
Lisa De Rosa	*UFT Chapter Leader or Designee	
Mrs. Amato and Mrs. Paronich	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Durso	Member/ Parent Grade 3	
Louise Deserio	Member/ Parent Grade 2 and 3	
Natalie Filocomo	Member/ Parent Grade K and 3	
Melissa Minakakis	Member/ Parent Grade 3	
Marilyn Sullivan	Member/ Teacher Grade 1	
Beth Salvione	Member/ Teacher Grade 1	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tonianne Cusumano	Member/ IEP Teacher	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 5 is dedicated to providing a quality instructional program in a safe and secure environment. Achievement levels for all students will increase through varied and challenging academic programs and assessment techniques that support and improve students' learning. The education of each student is a cooperative effort among staff, children, parents and community. Together, we will nurture social, emotional, physical and intellectual growth to enable our students to surpass academic standards and be caring and productive citizens involved in community activities.

PS 5 is a small school that has an enrollment of 263 students. Our community is in a residential area with middle-class families, many of whom are civil servants. Our population composition is 88% White, 9% Hispanic, 2% Asian, and 1% Black. 18% of our students are economically disadvantaged. Although a significant percentage of our students are economically disadvantaged, our school does not qualify for Title I funding.

PS 5 has worked collaboratively with schools in our network to pool our resources and develop partnerships. These collaborations helped support us in meeting our instructional goals despite our budgetary limitations. In order to provide quality professional development for staff with the Math in Focus program, we have implemented study groups with our partnership schools and have sustained the yearlong services of MIF consultants.

We have also partnered with Tottenville High School in several capacities. The Tottenville students regularly come to work with our struggling Kindergarten students and provide one on one support. In addition, Tottenville's Junior Achievement Program has visited our school for two full days this year and has worked with students in every classroom in grades K-5. Our partnership with Tottenville has also added technology and the arts. Our students had the opportunity to participate in Tottenville's performance of The Wizard of Oz and the Robotics team has visited our school.

During the 2014-2015 school year, the element of the Framework for Great Schools that PS 5 has made the most progress on is Rigorous Instruction. Through the incorporation of Socratic Seminar, students have the opportunity to participate in high levels of discourse by sharing their own ideas, formulating their own questions, and challenging the thinking of their peers. This practice which supports critical thinking has deepened the level of our rigorous instruction. Socratic Seminar correlates to the Listening and Speaking Standards as well as Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Our CEP needs assessment data revealed that an area of instructional focus is to develop self- assessment capable learners. This aligns to the element of Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership and Trust.

During our final SLT meeting, where we reviewed the Framework for Great Schools and began planning for the 2015-2016 school year, we chose another focus from the Framework. We decided that since our funds in Galaxy are so minimal, we also need to focus on a goal of grant writing while fostering Strong Family-Community Ties.

31R005 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	245	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.3%	% Attendance Rate		94.4%
% Free Lunch	17.3%	% Reduced Lunch		4.2%
% Limited English Proficient	0.9%	% Students with Disabilities		22.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		0.9%
% Hispanic or Latino	8.9%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	88.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.19
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	56.7%	Mathematics Performance at levels 3 & 4		65.6%
Science Performance at levels 3 & 4 (4th Grade)	92.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based upon the Danielson ratings from the formal and informal observations during the 2014-2015 school year, 3d “Using Assessment in Instruction” was the component where the fewest highly effective ratings were given. Of the observations with a rating for component 3d, 33% of the ratings fell below highly effective.

Our area of strength in the area of assessment is that our teachers use regular checks for understanding throughout their lessons and provide students with accurate and specific feedback. However, students need to become able to self assess and monitor their own progress.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 100% of teachers will have collaborated on impact teams in order to create student friendly checklists that students use to self-assess and monitor their own progress.

This goal aligns to the following Framework for Great Schools Elements: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership and Trust

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Out of the 8 Danielson components, 3d will always be one of the focus areas during our inter-visitation cycles.</p>	<p>Teachers</p>	<p>On going</p>	<p>Principal</p>
<p>The school-wide focus for inquiry work will be to develop self-assessment criteria as well as resource tools for students to become self- assessment capable learners. During lessons and activities, students will be asked what they are learning, how do they know if they are successful, and what they need to do next. During inquiry work, teachers will work collaboratively to review tape recordings of students working independently and with partners with lens on how students can articulate what the learning intentions are and how they are using success criteria to determine their next steps. Additionally, we will evaluate the success criteria that students are using and the effectiveness of peer feedback.</p>	<p>Students Teachers</p>	<p>January - June</p>	<p>Principal Teachers</p>
<p>Professional Development will focus on how to engage students in self-assessment and peer- assessment in order to monitor their own progress (3d Danielson Rubric).</p>	<p>Teachers</p>	<p>On going</p>	<p>Principal PD, inter-visitations to other schools</p>
<p>Teachers will pool resources for students to use as tools to take ownership of their own learning.</p>	<p>Teachers</p>	<p>On going</p>	<p>Principal</p>
<p>Teachers will create a shared definition of self-assessment capable learners and develop an evidence of student ownership in 3d:Using Assessment in Instruction checklist for teachers to use during planning.</p>	<p>Teachers</p>	<p>September/October</p>	<p>Principal Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to achieve this goal, we will be utilizing a variety of resources. The principal as well as school learning leaders will facilitate professional development experiences based upon professional readings and district PLF groups. During designated non-attendance days, teachers will work on Student Self-Assessment Techniques as well as on various days throughout the year. In addition, teachers will attend workshops offered by the district on student self-assessment.

During normal class time, students will engage in self-assessment and self-monitoring activities.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A minimum of 50% of teachers will end the year with a rating of Highly Effective, with no teachers rated less than Effective, on component 3d of the Danielson Rubric as evidenced in the Principal's written feedback on the observation.

During Professional Development time on Mondays, teachers will develop checklists to develop self-assessment capable learners. The teachers will display the completed checklists on the interactive board. This will ensure that there is a structure for creating coherence and sharing resources.

Beginning in January, this time will alternate between the creation of success criteria and viewing recorded conversations with students to evaluate individual progress, evaluate success criteria, and plan for next steps.

100% of teachers will be given Professional Development on 3d: Using Assessment in Instruction.

Teacher feedback on observations will reflect professional development on component 3d. The Instructional Team will meet bimonthly to evaluate the impact of the professional development as well as the structure of the Monday time and make adjustments as needed.

100% of teachers will be involved in the development of checklists/success criteria for students.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to our 2013-2014 School Learning Environment Survey, 20% out of the 89% of parents who took survey did not agree that our school “offers a wide enough variety of courses, extra–curricular activities and services to keep my child interested in school”.

In addition, for the past six years PS 5 has not had the funding needed to provide enrichment and extra-curricular opportunities. However, our strength in the area of offering a wide variety of courses is that PS 5 currently has a full time Theater Arts teacher and an F-Status Band teacher for grades 3-5.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, a Parent Committee will collaborate in order to bring in three community resources during the 2015-2016 school year in order to develop our students as a whole.

This goal aligns to the following Framework for Great Schools Elements: Strong Family-Community Ties, Effective School Leadership and Trust

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
By the second week in September 2015, we will establish a committee comprised of parents and teachers.	Parents, Teachers	September 2015	Principal
By the end of September 2015, the Committee will develop an action plan which includes identifying possible grants and locating community organizations.	Parents Teachers	September 2015	Parent Committee
By the end of October 2015, the Grant Writing Committee will present possible grants available as well as possible community resources to the School Leadership Team. The School Leadership Team will come to consensus on which grants we should apply for and which community resources we should collaborate with.	Parents Teachers	November 2015	Principal School Leadership Team
By December 2015, the committee will apply for at least one grant and have planned for at least one community resource to visit our school.	Parents Teachers Students	December 2015	Committee
By March 2016, the committee will apply for at least two grants and have planned for at least two community resources to visit our school.	Parents Teachers Students	March 2016	Committee
By June 2016, the committee will have applied for at least two grants and have planned for at least three community resources to have visited our school.	Parents Teachers Students	June 2016	Committee

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Committee that will be created will consist of parents and teachers who will schedule their own meeting times.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

At the October School Leadership Team Meeting, the Committee will present the possible grant opportunities and community resources to the School Leadership Team and a decision will be made.

By December 2015, the committee will apply for at least one grant and have planned for at least one community resource to visit our school.

By March 2016, the committee will apply for at least two grants and have planned for at least two community resources to visit our school.

By June 2016, the committee will have applied for at least two grants and have planned for at least three community resources to have visited our school.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	DRA, Pre Assessments for each literacy genre, Benchmark Tasks for each literacy genre, End of Unit Assessments for each literacy genre	Reading Recovery Methodologies, Orton-Gillingham, Sonday, Guided Reading/strategy groups targeting specific reading skill/strategies meet individual student needs	One on One and small group instruction as needed. Kindergarten students are provided with one on one tutoring from Tottenville students a couple of times a week	All services are provided during the school day since the UFT contract has eliminated Extended Day for children
Mathematics	Pre Assessments for each MIF chapter, Benchmark Tasks for each MIF chapter, end of Chapter Assessments	Reteaches utilizing lessons on the MIF Transition Maps, remediation lessons utilizing concrete or pictorial representation of abstract concepts, utilizing additional resources from the Math in Focus program such as the Extra Practice books	One on One and small group instruction as needed. Kindergarten students are provided with one on one tutoring from Tottenville students a couple of times a week	All services are provided during the school day since the UFT contract has eliminated Extended Day for children
Science	Assessments, Class Observations	Harcourt NYC program	Small group work with differentiated extension menus	Differentiated instructional groups during the day
Social Studies	Assessments, Class Observations	Houghton Mifflin Harcourt NYC program	Small group and one on one work	Differentiated instructional groups during the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT data forms discussed at meetings, Teacher Observation, Parent Communication	This school has a one day per week School Psychologist, Social Worker, and Guidance Counselor. In addition, we have a full time Occupational	Small group and one on one services either pull-out or push-in depending upon the IEP	All services are provided during the school day

		Therapist and Speech Therapist. Our Vision, Hearing and Physical Therapist works anywhere from 1-5 days per week depending on the IEP's of students		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Mrs. Lisa Arcuri	Assistant Principal N/A
Coach Mrs. J. Fioribello	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Jacqueline Spitzbarth, ENL	School Counselor Mr. S. Cutler
Teacher/Subject Area N/A	Parent Mrs. Paronich
Teacher/Subject Area N/A	Parent Coordinator Mrs. M. Accardo
Related-Service Provider Mrs. T. Cusumano	Borough Field Support Center Staff Member Mr. Enrico Domingo
Superintendent Mr. Anthony Lodico	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	260	Total number of ELLs	1	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	1	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																				

* EP=English proficient student

**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
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	1	0	0	0	0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 5 utilizes the DRA assessment tool to assess the early literacy skills of all students. This assessment is done four times a year (September, November, March, May). The purpose of this assessment is to provide the teacher with information on the ELLs phonetic and decoding skills and to provide insight to the teacher as to what reading level the students are at. The assessments continue periodically throughout the school year to determine progress in reading comprehension. Teachers use this quantitative data in order to better group the students in guided reading groups, for lesson differentiation, and to guide instruction for their students. The Foundations program is also used to promote phonemic awareness skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data from past years has revealed that students are stronger in listening and speaking portions of the NYSESLAT than the reading and writing portions.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In prior years, the results have been calculated using the Annual Measurable Achievement Objective (AMAO) tool. The school met AMAO 1, 2 and 3. We use the data to write goals for our students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - In prior years, we had one child in grade 3 who struggled in reading and writing. This child passed the ELA test and scored proficient on the NYSESLAT.
 - School leadership and teachers refer to the results of the ELL Periodic Assessments in order to make educational decisions about changes in goals, guide instruction, and create lesson plans and situations that directly focus and tap into ELLs academic weakness in order to help the ELL attain the skill(s) necessary to succeed academically.

- c. Past Periodic Assessment data has revealed that the ELLs struggle in areas that many non-ELLs struggle in, such as inferencing and vocabulary. In some situations, but not always (for Beginner ELLs), the native language may be used to help clarify the meaning of vocabulary either as a cognate or direct definition, that may thereby help in the inferencing skill. Often, the teacher will find alternate methods of defining vocabulary, such as TPR, realia, or creating a separate yet close example in order to help the Intermediate and Advanced ELL develop his/her own processing style to determine meaning.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] School leadership and teachers review the data of all formal and informal assessments to adequately support the academic needs of the ELLs in the RTI group. Since the RTI program focuses on literacy development, ELLs receive specifically designed instruction focused on acquiring the literacy skills that reflect those of their peers and correlate with the Common Core Learning Standards. Benchmarks and goals are set by which to measure progress. The results of which are reviewed consistently and the goals adjusted accordingly.
 6. How do you make sure that a student's new language development is considered in instructional decisions? The development of the new language is considered in all instructional decisions because all instruction includes oral language development in the form of sharing, retelling, or discussing a topic, whether it be literacy or content area instruction. ELLs have the opportunity to share what they have learned and to interact with non-ELLs linguistically, thereby learning new speech patterns, vocabulary, and overall language skills.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
PS 5 follows certain steps in order to identify students who may possibly be ELLs. Initially, parents or guardians of students entering PS 5, as first time registrants to the New York City Department of Education's Public School System are guided through the registration process by the school Pupil Accounting Secretary, Mrs. Ilene Ingrassia, as well as the school coach, Mrs. Jennifer Fioribello. The registration process includes an informal oral interview with the child and the parent in English, conducted by Mrs. Fioribello, the school coach, and may include the principal and the ESL teacher. The parent/guardian registering the child completes the Home Language Identification Survey (HLIS) in the language of their choice. In instances where the parent requests a translator in their preferred language, the school will provide this service. The HLIS contains questions about the students' linguistic skills. The parent or guardian who completes this form provides information to the school as to whether or not the student speaks a language other than English. The Language Proficiency Team (LPT) reviews the HLIS. Based on the answers on the HLIS, as well as the results of the informal oral interview, the LPT determines whether or not the student is eligible for the NYSITELL assessment. The NYSITELL is administered within the first 10 school days. Throughout the year, any new admits in any grade go through the same process.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
We have not had or have any SIFE students.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
After all turning 5s are completed, as well as new IEPs that are created, they are reviewed by the Language Proficiency Team and a meeting is set up between this team and the school psychologist to ensure that all "intake" protocols are followed and that the home language survey and a proper interview was conducted in order to determine whether a NYSITELL assessment should be administered

to the student with the IEP. Once we have determined ELL status, we will notify parents before 20 days with written notification. In addition, any modifications to the IEP will be made by the SBST team.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents of ELLs are notified of entitlement by the Continued Entitlement Letter, as well as the Continued Program Selection letter. Occasionally, a program selection letter is not returned to the school. As an outreach, a second notice is sent home and the parent is called. Parents that do not wish to submit the Program Selection letter are asked to make a verbal program selection for their child's language instruction. Parents of students who are not entitled receive letters notifying them. The letter also informs them of the appeal process, if they are not satisfied.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Schools must send the entitlement letter of ELL status notification within five school days letting them know the results. The letter states that they have the right to appeal within 45 days of receiving the letter. This process is also discussed at the ELL parent orientation meeting.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection forms are filled out at the orientation meetings and returned to ENL teacher at the meeting. If the parent could not attend the meeting or a make up meeting, the forms are sent home with the student in their homework folder along with a link to the online parent orientation video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>. If the form is not returned the forms are sent to the residence by mail and E-mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent cannot be reached then the default of bilingual is selected for that student.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

P.S. 5 will monitor the parent survey and program selection form status by using the ELPC screen in ATS. If the program selection and survey were not re-entered the screen will have not have a designated program choice indicated in ATS; the school will then follow up with phone calls reminding parents to return the forms immediately. If the parents cannot be reached the default program selection is TBE for that student.

9. Describe how your school ensures that placement parent notification letters are distributed.

P.S. 5 ensures that placement parent notification letters are distributed by retaining copies of letters in the ELL parent binder. Letters are sent home in the student's homework folder and by E-mail (translated letter if needed). The ENL teachers will follow up with parents to ensure they received the letter.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
P.S. 5 will retain all ELL documentation for each child by keeping copies of their HLIS, non-entitlement, and entitlement letters in an ELL binder. In addition, these original letters are placed in the child's cumulative record file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The annual NYSESLAT is a scripted series of four exams measuring each of the four language modalities - speaking, listening, reading, and writing. A window of approximately one month is given to each public school in which to administer the four exams. In previous years, the ESL teacher created a calendar within the allotted time frame to ensure that each ELL was tested, one exam per day, with ample time to complete each exam. The teacher searches the RADP report in ATS to ensure that all ELLs are accounted for before NYSESLAT testing. All students identified as ELLs and that participate in the PS 5 program are administered the NYSESLAT which provides the opportunity for an ELL to test out of the program.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
P.S. 5 ensures that continued entitlement and transitional support parent notification letters are distributed by retaining copies of letters in the ELL parent binder. Letters are sent home in the student's homework folder and by E-mail (translated letter if needed). The ENL teachers will follow up with parents to ensure they received the letters.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the parent survey and program selection forms for the past several years, we have found that the trend in program choice is Freestanding ENL. In the 2010-2011 school year, PS 5 had 2 ELLs of which 2 parents selected the Freestanding ENL program. For the 2011-2012 school year, PS 5 had 3 ELLs of which the parents of all 3 ELLs selected the Freestanding ENL program. For the 2012-2013 school year and the 2013-2014 school year, PS 5 had 2 ELLs and 1 ELL whose parents selected the Freestanding ENL program. The trend in parent program choice has been the Freestanding ENL program; therefore, the Freestanding ENL program offered at our school is aligned with what the parents are requesting.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.
Instruction for ELLs is delivered push in and pull out models. During the push-in model, the ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning. During the pull-out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. The ENL teacher carefully plans with general education teachers to ensure curricular alignment and continuity of instruction.
 - TBE program. *If applicable.*
N/A
 - DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In previous years, the ESL teacher at PS 5 ensured that instruction was delivered according to the mandated number of minutes according to the ELLs proficiency level. The staff at PS 5 ensures that the ESL teacher delivers this mandated number of minutes by working collaboratively to create an ENL schedule for the ELLs in the classroom. The ENL classroom library contains books in

the ELLs native language for native language support as part of the NYS CR Part 154 mandate. Instruction for the ELLs in the Beginner language proficiency level consists of 360 minutes per week. The instructional approach and methods used in the 360 minutes per week for the Beginner/Entering level is as follows:

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

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

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

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

- 1 period Vocabulary and Oral language development (phonetics, spelling, definition)
- 1 period Guided Reading (grammar and writing conventions)
- 2 periods Writing and Oral language development (response to non-fiction literature based on guided reading book in the form of essays: narrative, opinion, informational) All ELLs receive instruction as mandated by the CR Part 154, CR Part 100, the Language Allocation Policy and the NCLB.

3. Describe how core content is delivered in each program model. 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 ENL program at PS 5 implements instruction in all content areas to assure that ELLs understand and attain the necessary information and vocabulary for all subjects. The ESL teacher incorporated non-fiction literature in the areas of science and social studies to support the lessons being taught by the classroom teacher in those subject areas. She also uses the National Geographic website as a writing prompt to teach writing while at the same time teaching science and social studies. The ESL teacher works closely together with the science cluster teacher, as well as the classroom teachers, to create lessons that are aligned with the science and social studies curriculum as required by New York. This provides familiarization and reinforcement for the ELL of academic material and academic vocabulary that ELLs need to know according to the classroom teacher in order to be in alignment with the Common Core Learning Standards. Parents are also asked to advise the ESL teacher of any subject area that they feel their child needs extra help with. To facilitate comprehension of the English language for all ELLs, realia, pictorals, technology, media, Guided Reading books, poetry and thematic units are used, as well as TPR (Total Physical Response) to create a language rich learning environment. Native language support is used mainly for Beginner level ELLs at the zero English level. This is done by the use of TPR, realia pictures, drawings, with the help of other students that speak the ELLs language and sometimes with the use of a computer. Native language support is provided for all ELLs regardless of age or linguistic level whenever the ELL requests it.

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

If a translator in the child's first language is readily available, then the classroom teacher may use this staff member to either interpret tests orally or in writing. In some cases, the teacher may allow the ELL to demonstrate acquisition of the topic via an alternate method other than a written test, which do not call for translation services. PS 5 ensures that ELLs may be appropriately evaluated in their native language throughout the year by permitting the ELLs to use a glossary when they feel it is necessary. Parents of ELLs in testing grades are informed that all exams, except the ELA, can be administered in their native language if they choose.

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

ELLs participating in the ENL program are informally evaluated on a daily/weekly basis by the ESL teacher. The goal of these students is to acquire the four modalities of English language skills, which include listening, speaking, reading and writing. Small group lessons are designed and focus on the necessary skills in the four modalities. The skills which are then practiced by student and assessed by teacher observations, student self-assessments, and peer evaluations. The end product of the student is

evaluated by the teacher and by the other ELLs (speaking and listening). ELL instruction then guided and designed through ongoing informal and formal assessments. The student reads his/her writing before sharing. These tasks follow the format of some of those on the NYSESLAT.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Although PS 5 does not have any SIFE students, the following plan is in place should any register throughout the school year: a SIFE diagnostic (LENS), books that are rich in print and illustration will be used. The illustrations will be closely related to the wording on each page. These books exist in all subject areas and content areas. SIFE students will also be instructed using music and poetry methods, audio supplies and visuals. A teacher modeling method and TPR will also be used. Opportunities for communication will exist in the students' exchange of communication via drawing, artwork, and TPR.
 - b. Newcomers that have been in a U.S. school less than three years are taught the CCLS and it is modified to their English proficiency. Oral language, phonics and vocabulary are strongly enforced and for newcomers and reinforced in the classrooms. Newcomers will be exposed using Orton-Gillingham strategies provided by a certified teacher and turn-keyed to classroom teachers to ensure continuity.
 - c. Developing ELLs will be monitored closely and may be candidates for mediation such as the Response to intervention (RTI) model. Orton-Gillingham strategies will be applied to the students as needed to increase and further develop their English skills. The students should be assessed often to identify areas of growth and areas to be improved. Lessons aligned to the CCLS build from the information they have not mastered.
 - d. Long-term ELLs need to be monitored closely and may be candidates for mediation such as the Response to intervention (RTI) model. These students may be bilingually evaluated to determine if language or a disability is impeding their ability to reach English proficiency. If the student has an IEP, the differentiation is based on the student's goals. The student should be assessed often and lessons should build from the information they have not mastered aligned to the CCLS within their IEP goals. Lessons also scaffold to support students and maintain their language strategies for reading, writing, listening, and speaking. The lessons are modified for the student to better understand grade level and complex texts.
 - e. ELLs that have tested out of the ENL program may continue to receive ENL instruction for up to two years after having tested out of the program, if requested by the ELLs parents or teacher, as a form of Academic Intervention Services. The instruction for these former ELLs will be a collaborative decision between the classroom teacher and the ESL teacher in order to address the weaknesses he or she is demonstrating in the classroom. The former ELLs are also allotted extra time on State Exams.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

P.S. 5 ensures the student's academic progress has not been adversely affected by the re-identification by initiating a review of the ELL status determination upon receipt of a written request from a student's parent or guardian or the student's teacher (if the teacher's request includes written consent from the parent or guardian). The Re-identification Process is completed within 10 school calendar days. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3 (i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the Superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs that are also SWDs receive ENL instruction utilizing a variety of instructional materials such as realia and more hands on approach, as well as a variety of methods such as TPR and modeling. This form of explicit systematic instruction provides access to academic content areas and accelerates English language development.

Chart

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

The use of the curricular at PS 5 for ELLs that are SWDs is the same as the NYS mandated curricular for the students' grade level. Realia and other manipulatives are introduced to facilitate comprehension of the lesson at hand, as well as other instructional materials and methods

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

Chart

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

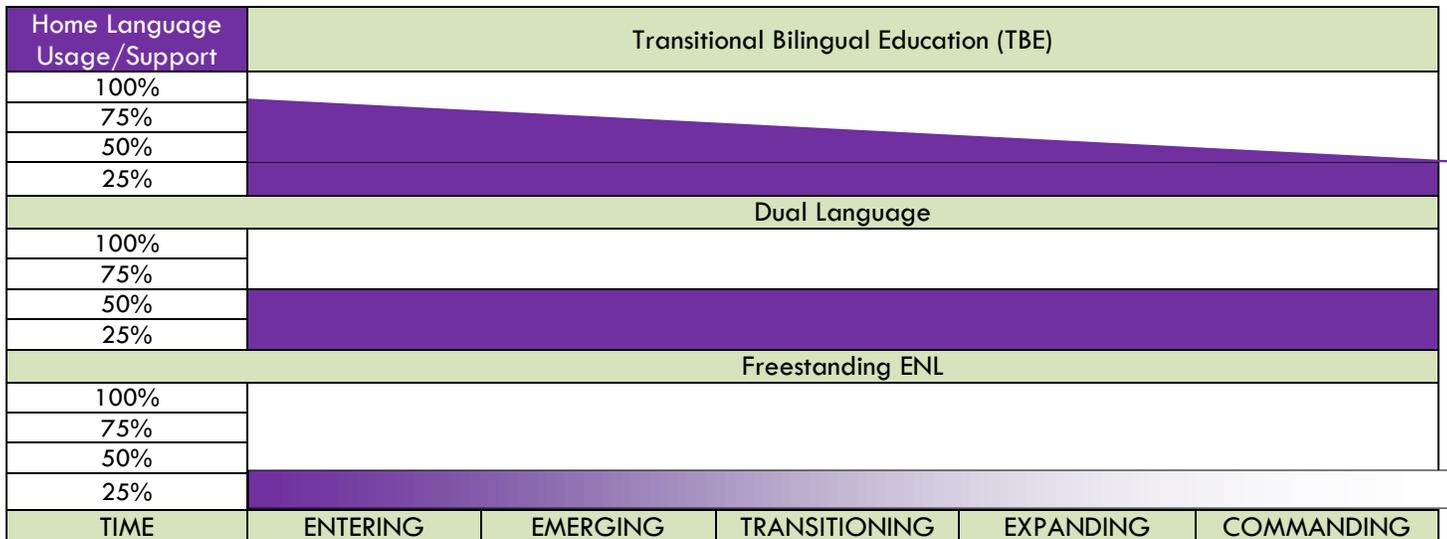


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Our targeted intervention program is an RTI model and Orton-Gillingham. All intervention programs are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Data reveals that students who have been serviced with our programs have tested out of ESL scoring Proficient on the NYSESLAT assessment.
12. What new programs or improvements will be considered for the upcoming school year?
P.S. 5 is using our own teacher created CCLS aligned differentiated reading curriculum and a writing continuum for English Language Arts and the Math in Focus program for Mathematics. Both programs are based on CCLS, RTI, incorporate tier 1-3 words to ensure language development and have an ELL component for lessons to better instruct ELLs.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
P.S. 5 offers equal access to all school programs to ELLs such as School-Wide Enrichment Model, Theater Arts, Ballroom Dancing, Zumba, science, and social studies. P.S. 5 has UAU after school which is offered to ELLs and Non ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Various instructional materials are used to support ELLs. ELLs are exposed to materials such as visual aids, glossaries, books aligned to their level. The reading and writing program as well as Math in Focus have an ELL component built in for ELLs. Furthermore, technology is used through Smart boards with computer based interactive lessons for literacy, math, science and social studies. P.S. 5 also has a school messenger system and a school web-site that are always viable resources for ELLs to access school information in their native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in P.S. 5's ENL program by the use of content area glossaries, bilingual dictionaries, visual aids and technology. In addition, books are provided in the student's native language to support literacy at home.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All service providers and classroom teachers collaborate to best support out ELLs. Often classroom teachers and service providers will share materials to reinforce a lesson through different points of entry. All teachers of ELLs are aware of the age, grade level, and language proficiency, so they can best assist them in content area instruction and reaching language proficiency.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled ELL students meet with the ENL teacher at registration. An interview is conducted and assistance is offered when filling out the home language survey. If the student is eligible for NYSITELL testing, the parent will be informed that their child will be tested for ENL Services and results will be sent home with their child within the first 5 days of school. During this time, parents are able to ask any questions they may have to the ENL teacher regarding their child. A parent orientation meeting is also held and parents are provided with information about the school's curriculum and structures. During this time resource are also provided so the students could practice the expectations of the CCLS over the summer.
19. What language electives are offered to ELLs?
No language Electives are offered to ELLs at this time.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teacher attends the Division of School Support and Instruction professional development meetings provided by the Borough Field Support offices and meetings by the office of English Language Learners when applicable. The ENL teacher and the Principal attend professional development meetings and turn-key the information to classroom teachers. This year, the ENL Teacher has attended the Instructional Implications of the New Service Delivery for English Language Learners (10/13/2015), Emerging Teacher Workshop (10/28/2015), Microsoft OneNote Training (11/3/2015), and CR Part 154.2 and .3 Training (11/2015). The classroom teachers will continue to attend all mandated ENL professional development hours as needed. In addition, 15% of all in-house professional development will be geared toward ENL training for all teachers.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers are informed when professional development is available to teachers of ELLs. They attend at least 15% of their professional development on ENL subject matter. Professional development will all be based on the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
P.S. 5 sets up a visit where Middle School administrators talk to our students about what to expect when entering Middle School. Educators and Principals from the feeder school provide our 5th graders with an orientation to explain articulation process, increase understanding of the expectations for the transition from elementary to middle school, and gain knowledge of instructional choices offered for all of our 5th graders as they enter middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All teachers are aware of the 15% of ENL training required, the principal keeps a PD log of all PD that is throughout the year as well as agendas and attendance sheets.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
P.S. 5 will provide each parent with an annual individual meeting to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. This will be done during the parent involvement time that has been allotted into Tuesday afternoons. During this time translation will be provided to parents based on their requested language. Attendance sheets will be kept on file. If a parent is unable to come in person a telephone conference will be conducted and the meeting will be logged in the parent engagement tracking sheet that is provided by the school. Translation services are made available upon request for as needed for all parent meetings based on the parent's preferred language. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting. PS 5 will contact the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
A binder will be used to keep track of all annual individual meetings with ELL parents. The parent engagement tracking sheet will also have this information documented. Translation services are made available upon request for as needed for all parent meetings based on the parent's preferred language. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting. PS 5 will contact the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. P.S. 5 provides opportunities for parents, including parents to ELLs. P. S. 5 offers parent workshops, in areas including, but not limited to, early reading intervention, ELA and Math skills, unpacking the CCLS. The Parent Coordinator meets with parents of ELLs to discuss parent strategies and homework. Translation services are made available upon request for as needed for all parent meetings based on the parent's preferred language. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting. PS 5 will contact the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No not at this time.
5. How do you evaluate the needs of the parents?
Parents will be provided with surveys so they can identify areas that they need support in. All parent surveys are made available based on the parent's preferred language. At the end of each parent workshop, parents will have an opportunity to rate the effectiveness of the workshop and indicate future workshops that they hope to attend. Translation services are also made available for meetings based on parent's preferred language or upon request.
6. How do your parental involvement activities address the needs of the parents?
Our parental involvement activities address the needs of our parents to stay informed on school-wide news. All parents including parents of ELLs are encouraged to visit our school's website. The website can be translated into different languages. This website contains important information. P.S. 5 has provided parents with a parent handbook. In addition P.S. 5 offers a school-messenger, which is a phone message service that delivers pre-recorded school messages to telephones and cell phones. Parents will also have an opportunity to attend monthly parent workshops, attend school-wide and classroom level events and take part in different teams within the school.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Our neighboring High School students come to work with and offer support to our ELLs after they dismiss from school.

Part VI: LAP Assurances

School Name: **P**

School DBN: **31R005**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Arcuri	Principal		11/5/15
N/A	Assistant Principal		
Mrs. M. Accardo	Parent Coordinator		11/5/15
Jacqueline Spitzbarth/ ENL	ENL/Bilingual Teacher		11/5/15
Mrs. Paronich	Parent		11/5/15
	Teacher/Subject Area		11/5/15
	Teacher/Subject Area		11/5/15
J. Fioribello	Coach		11/5/15
	Coach		
Mr. S. Cutler	School Counselor		11/5/15
Mr. Anthony Lodico	Superintendent		
Mr. Enrico Domingo	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31** School Name: **P.S. 5**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

HLIS are assessed and a list is created identifying all parents' written and oral language. This information is also accessed in TAS. All written forms are translated in the parents preferred language as needed. Interpreters are secured to make sure oral language needs are met. Teachers are aware of their students' parents preferred language of communication. In addition all student emergency contact cards list parents' written and oral language as well to inform all school staff if needed.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At this time P.S. 5 currently does not have any parents that indicated their preferred written or oral language was different than English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

P.S. 5 follows Chancellor's Regulation A-663 which requires documents produced by central DOE offices and schools that contain critical information regarding a child's education that is translated into the covered application and selection, standards and performance, conduct and discipline, safety and health, special education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and legal or disciplinary matters. The T & I Unit is responsible for translating the majority of these documents into the covered languages. Translations into non-covered languages are obtained from qualified contracted vendors.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P.S. 5 will conduct ongoing parent meetings. An initial parent orientation meeting is held, as well as several parent-teacher conferences. Tuesday afternoons will also offer the opportunity for parent outreach by phone, face-to-face meetings, E-mails, and letters as needed. Translation and Interpretation services will be utilized as needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

P.S. 5 will follow Chancellor's Regulation A-663 required that documents produced by central DOE offices and schools which contain critical information regarding a child's education that is translated into the covered languages. P.S. 5 will ensure that all translated documents are readily available when notices go home to English speaking students and parents. Documents containing critical information are translated including, but are not limited to, the following areas: Registration, application and selection, standards and performance, conduct and discipline, safety and health, special education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and legal or disciplinary matters. The T & I Unit is responsible for translating the majority of these documents into the covered languages and P.S. 5 will ensure that this is done in a timely manner. Translations into non-covered languages are obtained from qualified contracted vendors.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretations are provided by bilingual staff and parent volunteers. Signs appear in various languages and are posted at P.S. 5's entrance informing parents that translation services are provided. A language identification guide for school staff and an "I speak..." card is also ready available at the security officer's desk at the main entrance and at the Parent Coordinator's desk for parents to indicate what language they speak so interpreters can be secured. Staff and teachers are all aware that if a translator is needed during a parent teacher conference or meeting they can call the translation and interpretation unit for an over the phone translation. Vendors such as the Big Word are also used to secure interpreters as needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Schools designated Language Access Coordinator (LAC) turn keys information regarding translation and interpretation needs to school staff during professional development. Staff has access to "I can speak" palm cards for the over the phone translations. The LAC is available should they have any questions regarding using this system.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P.S. 5 has a Welcome Poster in various languages informing parents of language translation and interpretation services that is visible when entering the school building. The security guard also has a language ID guide and an "I can speak card". The main office has translated Parents' Bill of Rights, as well as Language access guides, and Language ID I can speak cards. Translations and interpreters are secured as needed.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

P.S. 5 will use parent surveys when needed to gather information regarding the quality and availability of translation and interpretation services.