

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X005

School Name:

PS 5 PORT MORRIS

Principal:

MARY PADILLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 07X005
Grades Served: PreK-8
School Address: 564 Jackson Ave Bronx, NY
Phone Number: 718-292-2683 Fax: 718-292-2494
School Contact Person: Thomas Cozzocrea Email Address: MPadill@schools.nyc.gov
Principal: Thomas Cozzocrea
UFT Chapter Leader: Juliana Vasquez
Parents' Association President: _____
SLT Chairperson: Carol Clarke
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 07 Superintendent: Elisa Alvarez
Superintendent's Office Address: 501 Courtlandt Ave, Bronx, NY 1045
ealvarez2@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: 718-742-6500 Fax: 718-742-6548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Ave, Bronx, NY 10462 One Fordham Plaza, Bronx, NY
Director's Office Address: 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

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)
Thomas Cozzocrea	*Principal or Designee	
Juliana Vasquez	*UFT Chapter Leader or Designee	
Melanie Baez	*PA/PTA President or Designated Co-President	
Armando Cruz	DC 37 Representative (staff), if applicable	
Annie Medina	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	
Carol Clarke	Member/ Teacher	
Bernadette Miele	Member/ Teacher	
Evelyn Roca	Member/ Teacher	
Belinda Soto	Member/ Parent	
L.M Hernandez	Member/ Parent	
Martha Castro	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

At PS/MS 5, we strive to become leaders, lifelong learners, and meaningful citizens of today and tomorrow. All administrators, teachers, parents, students, and members of the community work together to excel in academic, social, and emotional areas. We will continue to become proficient in an ever changing technological world. Students love our nurturing environment where teachers are able to give them individualized attention.

PS/MS 5, The Port Morris School for Community Leadership, which services grades Pre-K through grade 8, is located in the South Bronx. The school's population is very diverse. At PS/MS 5, 139 or 90% of our English Language Learners are native Spanish speaking immigrants or born in the United States to parents from Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico and Puerto Rico. The remaining 10% of our English Language Learners speak one of the following languages: French, Twi, Madingo, French, Creole and Soninke .

Prior to the 2011-2012 school year the school housed students from Pre-K to grade 5. As of the 2014-2015 school year we have completed our expansion of the middle school and will graduate our first eighth grade class. The school has 2 full day pre-k programs, 3 Kindergarten classes, 3 First grade classes, 4 Second grade classes, 3 Fifth grade classes, 3 Sixth grade classes, 3 Seventh grade classes and 3 Eighth grade classes. There are 4 Self-contained special education classes and 3 ICT classes in the middle school. Each grade has a self contained bilingual program. There are 795 students in the school.

PS/MS 5 has developed many partnerships over the school year. They include Fordham University, Teaching Matters, Generation Ready, Doing Art Together, American Ballroom Theater, The Schubert Theater, Bronx Museum of the Arts, Music and the Brain and The Leadership Program. These partnerships enable the students and teachers to work together on improving the academics, athletics and listening and speaking skills. Our Teaching Matters and Generation Ready consultants work with our teachers in Math and Literacy to develop high levels of proficiency in order to meet the Common Core Learning standards in ELA and Math. PS/MS 5 was an original partner in the Summer Quest Summer Learning Pilot and will continue this program partnered with ASPIRA of NY in order to help maintain our student achievement levels during the summer months.

Students benefit from the use of our constantly expanding access to technology resources including interactive SMART boards, computers and laptops. 89% of our students feel that our school offers enough variety of programs, classes and activities to keep them interested in school. In addition, they have the opportunity to learn to read music and play an instrument, as well as to participate in chorus and performing arts related activities . 81% is the average pass rate for courses in Math, English, Social studies and Science. Students enjoy participating in community activities. Our athletic program, which consists of a basketball team and a track and field team, continues to be a success. The Middle school students participate in CHAMPS (Cooperative, Healthy, Active, Motivated and Positive Students), which features basketball, soccer and volleyball. 89% of the students would recommend this school to parents.

PS/MS 5's challenges have been well documented and understood by the staff. We see a need to provide timely, specific and actionable feedback so that students can monitor their own progress and have multiple opportunities to effectively revise their work. In addition, to deepen instructional practices so that the delivery of instruction elicits higher order thinking and extends learning for all students through multiple entry points. Finally, teacher teams will effectively implement systems to monitor student data and classroom practices that inform instruction leading to the achievement of goals for individual as well as groups of students.

07X005 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	800	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	N/A	# Drama
# Foreign Language	10	# Dance	N/A	# CTE
				10
				N/A
School Composition (2013-14)				
% Title I Population	100.0%	% Attendance Rate		89.4%
% Free Lunch	92.0%	% Reduced Lunch		1.9%
% Limited English Proficient	21.7%	% Students with Disabilities		22.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		25.5%
% Hispanic or Latino	71.9%	% Asian or Native Hawaiian/Pacific Islander		0.1%
% White	1.0%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.16	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.7%	Mathematics Performance at levels 3 & 4		7.4%
Science Performance at levels 3 & 4 (4th Grade)	76.7%	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		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
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	YES	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	YES			
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.

Our school’s strength is that we have established structures for assessing students’ reading levels and utilizing that data to drive instruction. As a result of high teacher turnover rate and new teachers, our priority needs are to build staff capacity and deliver coherent instruction across all grade levels.

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 2016, 60% of students will demonstrate increased reading performance as measured by June benchmark goals through building staff capacity and delivering coherence instruction across grade levels, as measured. The goals are as follows, a minimum of:

- 3 Fountas & Pinnell reading levels in Grade K
- 5 Fountas & Pinnell reading levels in Grade 1
- 3 Fountas & Pinnell reading levels in Grades 2-3
- 3 Fountas & Pinnell reading levels in Grades 4-5
- 2 Fountas & Pinnell reading levels in Grades 6-8

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
<ul style="list-style-type: none"> • Staff will collect, analyze and monitor student achievement data and work samples to ensure coherence in instruction, content, and assessment amongst all classrooms; pedagogy is delivered in the workshop model with an emphasis on whole group, small group and Individualized instruction. 	All students	September 2015 - June 2016	Administration, instructional specialists, team leaders, and staff
<ul style="list-style-type: none"> • Administration, instructional specialists, consultants, team leaders, and staff will engage in professional studies that are customized, inclusive, motivating, and aligned to the Common Core. 	All students	September 2015 - June 2016	Administration, instructional specialists, team leaders, and staff
<ul style="list-style-type: none"> • The school will establish school culture where staff feels safe, supported, and challenged by their peers through team meetings, department meetings, inter visitations, lab sites, scheduling and budgeting. 	All students	September 2015 - June 2016	Administration, instructional specialists, team leaders, and staff
<ul style="list-style-type: none"> • SLT, Parent Coordinator, PA, learning leaders and staff will reciprocally share resources, strategies and information to the outside community as well as the school community. 	All students	September 2015 - June 2016	Administration, instructional specialists, team leaders, and staff

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.											
<ul style="list-style-type: none"> • Professional Development on best practices in the workshop model with an emphasis on whole group, small group and individualized instruction. • Professional books, journals, independent reading books, guided reading books, Fountas & Pinnell Benchmark System, AIS Teachers, Per session – Teachers and supervisor. • Block scheduling adjustments • Outside consultants, CBO partners 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Fountas & Pinnell running records will be used to monitor progress toward meeting the goal. It is anticipated that 50% of students would have increased 2 reading levels by February 2015

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.

Based on our most recent Online Occurrence Reporting System data, our school has entered over 309 occurrences as of current date. This is a 30% increase from our average occurrences. Reports from our dean, school counselor, and social worker indicate higher incidents of family and education related stresses. The school is committed to implementing school-wide positive behavior expectations and a common positive language to create a supportive environment through the research based Positive Behavior Intervention System program.

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.

By June 2016, PS/MS 5’s Positive Behavior Intervention System matrix indicators will be enforced and deeply embedded in the school culture as measured by a 25% decrease in occurrence reports.

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>
<p>Creation of PBIS Implementation Team to receive formal professional development in PBIS systems</p>	<p>Veteran teacher, special education teacher, general education teacher, and counselor</p>	<p>September 2015- June 2016</p>	<p>PBIS Team, including administration</p>
<p>Development and revision of PBIS School-Wide Behavior Expectations Matrix</p>	<p>Entire School Community</p>	<p>September 2015- June 2016</p>	<p>PBIS Team, including administration</p>
<p>Educate all staff, students, and family members in the PBIS matrix structures and expectations.</p>	<p>Entire School Community</p>	<p>September 2015- June 2016</p>	<p>PBIS Team, including administration</p>
<p>Ongoing support of positive behavior plan by offering incentives for all students through positive rewards</p>	<p>Entire School Community</p>	<p>September 2015- June 2016</p>	<p>PBIS Team, including administration</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Professional Development, Parent/Family Workshops, School Store Products and other incentives</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	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.

Reports from our dean, school counselor, and social worker will decrease in negative reports as well as SWIS reports showing decreases in levels 3 and 4 infractions for both individuals and school wide.

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.

Based on our NYC Survey Results 96% of our teachers are satisfied with the instructional core of our school community.

Based on PPO feedback, priorities were suggested in the following areas:

Continue the collaboration amongst staff to ensure rigorous learning and cognitive engagement across all subjects

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of classrooms will show evidence of collaboration among teachers on grade and throughout the school as measured by observations, PLC agendas, implementation of Professional development, student outcome data from common assessments and the scheduling of common prep time

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>
<ul style="list-style-type: none"> • Administration, instructional specialists, consultants, team leaders, and staff will engage in professional studies that are customized, inclusive, motivating, and aligned to the Common Core. 	<p>All teachers and paras</p>	<p>September 2015 - June 2016</p>	<p>Administration, instructional specialists, team leaders, and staff</p>

Horizontal and vertical Professional Learning Community will collaborate and study best practices and teacher decisions. PLCs will share with the larger school community to improve teaching and learning.	All teachers and paras	September 2015 - June 2016	PLCs
The PD committee members will facilitate the PLCs.	All teachers and paras	September 2015 - June 2016	PD committee
Teachers will share with parents all implementations in the classroom and the effect on individual students	All teachers and paras	September 2015 - June 2016	Administration, instructional specialists, team leaders, and staff

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.											
PD Committee meetings, Professional books and magazines, per session.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	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.
By February 2015 all staff will actively participate in one, six-week, ongoing cycles of targeted professional learning by reading, implementing new strategies in their classrooms and sharing best practices and constructive feedback to improve student performance.
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.

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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

<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–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.

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–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–<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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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 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)	Students are identified based on results from the following: -Fountas & Pinnell assessment; NYS ELA CCLS Test 2015; NYC ELA CCLS Benchmark Assessments; Literacy classwork Performance-Based assessments/MOSL; End of Unit Assessments/On demands	RTI (Response to Intervention) Services include but are not limited to Fountas and Pinnell Intervention System; Technology based interventions, Literacy Workshops. These strategies include strategic reading and writing.	Our delivery methods include small group instruction, as well as one to one tutoring.	Our services are provided during the school day, after school, on Saturdays, and during the summer months
Mathematics	Students are selected based on performance in -NYS Math CCLS test 2014; NYC Math CCLS Baseline and Benchmark assessments; Performance-Based assessments/MOSL; Envision/CMP3 Math; Prerequisite Skills Inventory; Math Mid-Chapter test & Chapter Review	Mathematics interventions RTI, reteach, and remediation, Envision/CMP# supplemental intervention resources.	Our delivery methods include small group instruction, as well as one to one tutoring.	Our services are provided during the school day, after school, on Saturdays, and during the summer months
Science	Students are placed in small groups for additional instruction to improve skills, vocabulary, and concepts in science based on performance on: -Class assignments; Quizzes; Exams, Inquiry Based Projects; Classwork;	Hands on learning, project based learning investigations, inquiry and web-based activities, Foss supplemental materials, integrated with	Our delivery methods include small group instruction, as well as one to one tutoring.	Our services are provided during the school day, after school, on Saturdays, and during the summer months

	Performance-Based assessments/MOSL	literacy and math content areas.		
Social Studies	Small groups are established for students who require additional support in social studies based on performance on: -Chapter Test; Quizzes; Classwork; Inquiry Based Projects; Performance-Based assessments/MOSL	Independent investigative method, project based learning, current issues integrated with the core literacy area, technology supported instruction.	Our delivery methods include small group instruction, as well as one to one tutoring.	Our services are provided are provided during the school day, after school, on Saturdays, and during the summer months
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Students are identified based on needs.	PBIS, counseling, RTI tiered instruction; SIOP method ELL methodology	Small group instruction, remediation in content area skills, one on one support when needed and/or mandated by student IEPs	At risk services are provided during the school day, after school, on Saturdays, and during the summer months

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			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.
<p>Over 94% of our teachers are Highly Qualified.</p> <p>Teachers who are not already Highly Qualified are working to become Highly Qualified by taking appropriate coursework and exams.</p> <p>The Payroll secretary works closely with the network to follow up in ensuring that non-Highly Qualified teachers meet all required documentation and assessment deadlines.</p> <p>Any new hires are screened for these qualifications.</p> <p>Mentors and buddy teachers are assigned to teachers that are not Highly Qualified.</p> <p>Teachers receive ongoing Professional Development based on needs.</p> <p>The school periodically reimburses teachers for conference fees for Professional Development from outside providers.</p>

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).
<p>All staff members attend Professional Development throughout the academic school year. Professional Development for teachers is scheduled during Professional Learning time, lunch and learns, Network training meetings and NYC meetings. Teachers also participate in horizontal and vertical Professional Learning Community, study groups and book clubs on areas of interest or need, intervisitations, coaching and support from consultants. At grade meetings and school wide inquiry teams, teachers reflect on instruction, assessment, and other educational and academic concerns</p> <p>Professional Literature is purchased to support the concept of professional learning communities.</p> <p>Paraprofessionals and other staff members receive Professional Development on the CCLS on the scheduled Chancellor PD day, during the PD and Professional time allocated on Mondays and Tuesdays and by participating in Professional Learning Communities and book clubs.</p> <p>Teachers, paraprofessionals, support staff and administrators complete a needs assessment periodically throughout the year.</p> <p>School Leaders receive Professional Development on the CCLS during the monthly Network meetings, citywide meetings and participating in Professional Learning Communities.</p>

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.).

We participate in a District-wide Kindergarten fair where we share our vision, resources and activities with PreK families.

School Leaders and our Parent Coordinator attend PD sessions with the Early childhood programs to ensure that our curriculum is aligned.

Parents of our Pre-k students are invited to a beginning of the year orientation session where goals of the program are discussed. Parents also attend an hour and a half session with their students the first days of school to assimilate the students into the school environment. Teachers share assessment data via progress reports as well as parent teacher conferences The Parent Coordinator ensures that all records are received in a timely manner. School leaders review records to ensure students are provided with the appropriate intervention services.

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.

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

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

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	601,709.00	X	Section 5A, 5B, 5C, Section 6 and Section 8
Title II, Part A	Federal	104,735.00		Section 5A, 5B, 5C, Section 6 and Section 8
Title III, Part A	Federal	21,756.00	X	Section 5B, 5C and Section 8
Title III, Immigrant	Federal	0	X	Section 5B, 5C and Section 8
Tax Levy (FSF)	Local	4,116,066.00	x	Section 5A, 5B, 5C, Section 6 and Section 8

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)

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. PS/MS 5 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. PS/MS 5 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)

PS/MS 5 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.

• 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;
- Implement 120 minute literacy block including reading, writing, word study, and vocabulary
- Provide a comprehensive literacy and mathematics curriculum aligned to the Common Core Learning Standards with a focus on critical thinking, problem solving and writing.
- Daily reading and writing workshop, mini-lessons, conferencing, guided reading and strategy lessons
- Vocabulary and phonemic awareness activities
- Follow NY City Scope and Sequence units of study in Science.
- Follow the units of study in Social Studies outlined by our curriculum planning team
- Improving instruction for ELL's to facilitate second language acquisition and assist in the transference of skills into English language learning.
- Continued professional development
- Implement the Instructional Shifts for the Common Core.

- Provide differentiated staff development for teachers to address classroom management, differentiated instruction for at-risk students and students with special needs, as well as strategies related to mathematics, reading and writing.
- Provide professional development in mathematics on identified areas that students require additional support including: patterns, functions, measurement, modeling, tables, charts, estimations, predictions and problem solving.

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;

• **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;
- **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.

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

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

DAILY SCHEDULE:

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

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

10:30-11:00 Reader's Theater

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

11:45-12:30 NYSESLAT Practice

12:30-1:00 Comprehension Games

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

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

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

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

-
Teacher's will also use Rourke Classroom resources: ELL/Oral Language intervention kits. These kits will be used for ELLs who have been in this country for less than three years. This Kit contains Lap books and

Part B: Direct Instruction Supplemental Program Information

student biiks which lends for small group instruction or partner reading and language photo cards with differentiated instructional lessons for different language stages: beginning, intermediate and advanced through the development of vocabulary and comprehension. In addition

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

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

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

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

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

Part C: Professional Development

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

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

Begin description here: _

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

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

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

Part C: Professional Development

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

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

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

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

- January: Sheltered instruction: Planing and Organizing Specially designed academic instuction for ELLs

- February: Using assessment to plan instruction

- March: Individual Instruction; private reading lessons for ELLs.

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

- May: Part II of SIOP model

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

Curriculum Night - September(Selected Teachers and Instructional Leaders)

Literacy Night-October(Selected Teachers and Instructional Leaders)

Homecoming Weekend-October(All staff)

Multicultural Night-November(All Staff)

Test Orientation(ELA, Math and Science)-February(Instructional Leaders)

Test Orientation(NYSESLAT/ELE)-March(Bilingual Coordinator)

Family Day-May(All Staff)

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

Part D: Parental Engagement Activities

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

Monthly schedule:

First Tuesday - PK-2 parents

Second Tuesday - 3-5 parents

Third Tuesday - 6-8 parents

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

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

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

Part E: Budget

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

Allocation Amount: \$17000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 07	Borough Bronx	School Number 005
School Name The Port Morris 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 Thomas Cozzocrea	Assistant Principal Griselle Medina /Louie Charvet
Coach C. Clarke	Coach R. Leuzzi/C. Clarke
ENL (English as a New Language)/Bilingual Teacher Evelyn Roca	School Counselor David Lenihan
Teacher/Subject Area Lourdes Rubio/Math & Science	Parent
Teacher/Subject Area Olga Jaime/ELA& Social Studies	Parent Coordinator Dana Mercedes
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Elisa Alvarez	Other (Name and Title) J.Valentin,Bilingual Coord.

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 <u>not</u> currently teaching in a bilingual program	1	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	7	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 <u>not</u> currently teaching in the ENL program	1	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)	769	Total number of ELLs	185	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	1	1	1	1	1	1	1					0
Dual Language														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	185	Newcomers (ELLs receiving service 0-3 years)	138	ELL Students with Disabilities	29
SIFE	33	Developing ELLs (ELLs receiving service 4-6 years)	40	Long-Term (ELLs receiving service 7 or more years)	7

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	104	26	9	25	2	12	4	0	3	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	34	5	0	15	0	5	3	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE spanish	14	18	14	12	10	15	23	14	13					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

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	3	2	4	5	3	6	8	5					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2												0
Haitian														0
French		1			0	2	2		2					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1	0	1	0	3	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)	7	7	4	5	5	9	9	6	7					0
Emerging (Low Intermediate)	2	6	3	4	4	1	1	3	4					0
Transitioning (High Intermediate)		3	5	2	3	5	3	8	5					0
Expanding (Advanced)	5	9	5	6	3	6	18	8	4					0
Commanding (Proficient)														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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	0	0	0	0
4	8	2	0	0	0
5	15	1	0	0	0
6	12	6	0	0	0
7	13	1	0	0	0
8	15	5	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	7	0	4	0	1	1	0	0	0
4	10	3	0	0	3	1	0	0	0
5	14	7	9	2	0	0	0	0	0
6	10	3	7	2	0	0	0	0	0
7	12	4	0	0	0	0	0	0	0
8	16	2	0	0	0	0	0	0	0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)	8	12	8	7				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 At PS/MS 5 teachers use data from the LAB-R, NYSESLAT, running records(EDL2 and Fountas and Pinnell Benchmark System) and the Rigby ELL Assessment which assess all four modalities, observations and teacher made assessments to provide instructional emphasis on students' strengths and weaknesses to assist in the grouping of students. The results of these tests help teachers scaffold instruction and inform their lessons to meet every student's need.

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

The data reveals that most of our ELLs are in the expanding proficiency level. 35 % of our ELLs are expanding, 32% are entering, 18% are transitioning and 15% are emerging. Our largest group by grade level in the expanding level is found in grade 6 while the smallest is grade 4. Our largest group in the transitioning level is found in grade 7, in the emerging group the largest is grade 1 and in the entering group the largest is grades 5 and 6. Our largest group of ELLs is found in grade 6 with 31 ELLs. Hence, more language development and ELL strategies have to be embedded into all lessons in grade 6 to raise the students proficiency level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We look at the progress for each ELL student by an increase in English language proficiency in at least one of the four assessed language domains (Listening, Speaking, Reading, Writing). PS/MS 5 use the data generated from the Annual Measurable Achievement Objectives to inform teaching and learning and to promote learning activities that meet students at their language proficiency level.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

b. The results of the ELL periodic assessment are used to learn where students need more help and plan targeted instruction. Teachers view and analyze collaboratively these results to make input comprehensible.

c. The amount of minutes native language is used for instruction depends on the students Language Proficiency level. Some academic instruction is given in the native language, to prevent sacrificing content knowledge. This also fosters stronger connections between the school and the students' home cultures and communities, reducing student alienation. The ELL Periodic Assessment measures students knowledge of ENL Standards that will be included on the NYSESLAT. Our ELLs are faring better in speaking and reading. Our ELLs struggle with the listening and writing portion of the test.

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](#).]

RTI is a schoolwide responsibility at PS/MS 5. High quality instruction is provided and intervention is matched to student needs.

PS/MS 5 believe that we can teach all children in the least restrictive environment (the regular education classroom).

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

Students are taught based on data in whole, small, and individual settings. Teachers demonstrate, guide and differentiate in small group, conferring, guided reading, strategy groups and classroom environment. Translanguaging is utilized as student initiated and teacher initiated to make input comprehensible for all students.

Students that are not making progress (Tier 2) are invited to academic after-school programs. In grade 1 (READ) in grades 3 to 8 will also have an academic after-school program to strengthen their academic skills in reading and math. English Language learners are invited to a Saturday Academy to receive targeted English-as-a-second language strategies that will and can be applied across all subject areas. At this tier targeted interventions are at higher levels of intensity with more modeling, feedback and implementation. An intervention provider pushes into grades 6-8 while a pull out program exists in grades 3-5. Intervention for the bilingual students are given in their L1 and/or their L2 depending on where their needs exist.

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

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

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

Method of Delivery

- Small group
- One-to-one

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

6. How do you make sure that a student's new language development is considered in instructional decisions?

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

PS/MS 5 look at and analyze the NYSESLAT report/AMAO and we look to see if we have met our annual yearly progress. All students assessment formal and informal are analyzed with an item analyses and compared to see their growth through the year and from one year to another. When growth is not attained either in one specific modality, skill or content area then a plan of action is created with the RTI team. The RTI team will meet and discuss each child individually. Present in the meeting ... Thomas Cozzocrea, Principal, Jacqueline Valentin, Bilingual Coordinator, Evelyn Roca, ESL Teacher and Ariadna Phillips Santos, and the classroom teacher and any other teacher that service or instructs that student.

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

Discussion will include:

- Academic and behavioral issues of the student

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

Part IV: ELL Identification Process

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

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.
 P.S.5 follow steps to initially identify students who may be English Language Learners. Parents fill out the Home Language Identification Survey (HLIS) at registration. The Bilingual Coordinator conducts the initial screening with the parent and the child and administers the HLIS form with the parent. Our Bilingual Coordinator is fluent in English and Spanish as well as our ESL teacher. Our speech teacher and a fifth grade teacher are also fluent in French. If When parents that are speakers of other languages need translation services we employ translation services when needed. Depending on the results of the HLIS form the student may need to be assessed using the NYSITELL within the first 10 school days the child was admitted. These assessments are administered by the Bilingual Coordinator and the ESL teacher. The Bilingual Coordinator is a certified Bilingual teacher and the ESL teacher is a certified English as a second language teacher. They are then scored in-house before they are sent to be scored so that students are placed immediately in their appropriate settings. Scoring of these assessments are done by the Bilingual Coordinator and kept filed in the Main Office with a copy of the student's HLIS form. If a student is considered an English Language Learner according to the results of the NYSITELL and they are Spanish speaking according to the HLIS form they are then administered the Spanish LAB. Parents are immediately notified of these results.
2. 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).
 Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Our SIFE Identification Process include administering the oral interview questionnaire; for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)
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).
 Our IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELL status is not a determinant factor for special education eligibility. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. The team consists of: Jacqueline valentin (ELL Coordinator), Zanelle Tavares (Bilingual Psychologist), Liberato Vega (Bilingual Social Worker) and Juliana Vasquez (Bilingual IEP teacher).
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.
 Entitlement letters are sent home and parents are contacted via phone also. Entitlement letters are translated whenever possible for the parent. This is an ongoing process throughout the school year, depending on new admits. In spring, different data documents are examined to obtain the most recent ELL information and modifications for the NYSESLAT. Some of these documents include the list of students eligible to take the NYSITELL/NYSESLAT (RLER), NYSESLAT scores and NYSITELL scores (RLAT), and the Test Modification Report (RSPE). In April/May all ELLs are administered the NYSESLAT. In August the results of the NYSESLAT are released and the Principal, Assistant Principals and the Bilingual Coordinator evaluate all English Language Learners to ensure they are placed in the correct setting. Letters are sent home to inform parents of the child's proficiency level and what it means. All information is translated whenever possible and for those languages that cannot be translated we try our best to get a translator to communicate with these parents.

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

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).

PS/MS 5 informs parents of the following process during their initial registration interview with the ELL Coordinator. We initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

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 English Language Learner (ELL) Identification Process at PS/MS 5 includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. When parents enroll their child in a school, the ELL coordinator determine the enrollment status category to which the student belongs.

The following 4 steps and placement into the ELL program chosen by the parent must be completed within 10 school days (20 school days for students entering with IEPs).

Step 1: Administer the Home Language Identification Survey

The school must administer the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures.

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English.

Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS.

The ELL Coordinator completes the HLIS with the parent and ensure timely entry of this information into the designated ATS screens.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Within 5 school days of ELL determination, the ELL coordinator informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language):

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

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

Parents are contacted by the Parent Coordinator to ensure all forms are returned and signed. When a letter is not returned a students are placed in the bilingual program if their native language is Spanish.

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

ELL coordinator distributes, files and organizes all identification letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documentation is kept in the student school record and a copy os kept in the main office.

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.

ELL coordinator analyzes the results of the RLAT and the RLER to determine eligibility for NYSESLAT testing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

ELL coordinator distributes, files and organizes all identification letters. Parents are contacted by the Parent Coordinator to ensure all forms are returned and signed.

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).

The majority of our parents request a Bilingual Program. 133 out of 185 of our ELL parents requested a Bilingual Program.

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]).

- a. Freestanding ENL program.

Our freestanding ENL program is a pull-out program. The ENL teacher groups students according to proficiency levels and grades. Our ENL teacher is also a Common Branch licensed teacher and she is able to integrate content knowledge and ENL strategies in grades k-6. In Grades 7-8 she teac

- b. TBE program. *If applicable.*

PS/MS5 has one Transitional Bilingual class in each grade K through eight. Classes are heterogeneously grouped but teachers group their students within the class according to English proficiency levels to better target language structures within a lesson and move students to a higher proficiency level. Based on their English proficiency levels students receive native (Spanish) language arts and English as a Second Language from the bilingual classroom teacher. Students in the TBE classrooms learn about their culture as well as the other cultures in the school community and of course the United States. The purpose is to set up a climate of acceptance where our English Language Learners feel they are part of the community and they understand there new community. Our classes are not departmentalized in the elementary level. In the middle school all Ells are serviced by a bilingual teacher who pushes in during their ELA and Math block time. The bilingual teacher plans with the content area teachers to meet the students needs while also meeting the CCLS and ENL standards.

- c. DL program. *If applicable.*

Not applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Teachers in the TBE classes beginning(entering) level ELLs spend 75 percent of instruction in student's native language and 50 percent in English. These students receive the following instruction:

* English intruction:

180 minutes of ENL

180 minutes ENL/ELA

180 minutes Integrated ENL in the Content area

*Home Language Intruction:

180 minutes of Home Language Instruction

540 minutes of content area using their HL as the language of instruction

*English Instruction

Teachers in the TBE classes with low intermediate (emerging) ELLs receive the following instruction 50% english instruction and 50% spanish instruction:

Teachers differentiate their instruction in native language arts based on student's English proficiency levels. Teachers instruct throughout the day in their native language 50% for intermediates and 25% for advanced ELLs. Hence, intermediate ELLs should receive English instruction 50% throuhout the day and advanced students should receive most of their instruction in English, 75%. When teaching the content areas, concepts are taught in the native language and reinforcement of those concepts are done in English. Terminologies are developed in English and contextual meaning clarified. Non core subjects such as art, music, computer lab, and physical education are taught in English using ESL methodologies and scaffolding instructional strategies. ESL is delivered explicitly in the transitional bilingual education program through the classroom teacher. Each teacher is provided with materials to ensure that ESL instruction takes place.

Beginner and intermediate ELLs receive 360 minutes of ESL per week while advanced ELLs receive 180 minutes per week. This is achieved throughout the day through differentiated instruction and small group work throughout the day. ELA is delivered explicitly to advanced ELLs for a minimum of 180 minutes per week.

Content Area Delivery in the TBE program -Languages are separated

Math

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

Social Studies/Science

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

Art/Music/Phys. Ed.

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

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

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

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

Ells are assessed throughout the year in cycles in both English and in Spanish for our spanish speaking ELL population. Ells in grades 3-8 are evaluated throughout the year with the EDL2. This assessment is in Spanish. It tests their reading accuracy, fluency, comprehension skills and writing ability. Grades K-2 use the Fountas and Pinnell Sistema de Evaluacion de la Lectura. This test also assesses student's accuracy rate, fluency, comrehension skills, writing ability in addition to phonics, word analysis and vocabulary dvelopemnt. ELLs in grades K-8 use the Fountas and Pinnell Reading Assessment in English to assess students's accurary rate, fluency, comprehension skills, writing ability, phonics, word analysis and vocabulary.

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

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

6. How do you differentiate instruction for 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

Sife students that are native spanish speakers receive intensive instruction in Spanish. We have purchased materials that assist the teachers in providing SIFE students the extra help they need to succeed academically, such as readers that are high interest

low level and age appropriate for SIFE students. SIFE students of languages other than English are placed in the Freestanding ENL program where the ENL Teacher provides intensive English as a Second Language. Academic Intervention Services are given through-out the school day as a push-in model, as small group and one to one if needed by the AIS Bilingual instructor. SIFE students are invited to assist the ELL Saturday program in addition to the regular after school program that is open to ELLs.

Our highest concentration of English Language Learners has been in an English school system three years or less. Our newcomers, who have been in a U.S. school system for three years or less will receive rigorous academic instruction in Spanish in the major subject areas such as reading, mathematics, science and social studies while they are acquiring English. Newcomers will be invited to attend the Title III summer program to assist them in adjusting. The transferability level of skills in Spanish to English is quicker, easier and stronger for newcomers that have a strong native language development. Students that have a low level of literacy in their native language will receive intensive instruction. ELLs in grades 3 to 8 are encouraged to participate in after school programs for literacy and mathematics provided to the general and ELL school population. ELLs in grades 1-8 will also participate in the ELL Saturday program.

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

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

7. 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.

The principal consults with the ELL coordinator, the parent/guardian, and the student. The principal then makes a decision whether the student may have been adversely affected by the determination. Additional support services to the student is provided as defined in CR Part 154-2.3(j). This 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. Final decision notification is given 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?

Teachers promote the use of Bloom's Taxonomy and Depth of Knowledge (D.O.K.) questioning and discussion techniques in the classroom to promote critical thinking, using visuals, creating multiple entry points, using sentence starters, and scaffolding. Ps/Ms 5 foster collaboration among teachers resulting in the Push-In/Pull-out model for instruction involving the Special Education Teacher Support Services (S.E.T.S.S.) and (English Language Learners) ELL teachers across the grades. SETSS teacher will push into major subject areas to reteach and support IEP students in general education classes. The ESL teacher will target the ELL learners in the general education classroom and filtering vocabulary, providing visuals, clarify language, provide sentence starters, and graphic organizers to match the rigor of the CCLS lessons. Teachers use data to revise and modify lessons to accommodate the needs of these subgroups

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?

We have two Special Education Teacher Support Services (S.E.T.S.S.) English as a Second Language Teachers (E.S.L) and two Integrated Collaborative Teaching (I.C.T.) teachers following a Push-in model to better serve our students in these subgroups. This enables the teachers to have a more comprehensive view of these subgroups and be able to speak to the parents in collaboration with the general and special education teachers and community based organizations. The school ensures parents of students in these subgroups are aware of all school events and activities. Parents including these in this subgroup will attend meetings that will outline policies for parent involvement and the role parents can play in supporting student academic success especially our E.S.L. population and students with special needs.

Teacher's of ELL-SWD's use benchmark books to develop and accelerate English language development. This is done through

Chart

reading to ,with and by children, thematic planning, read-alouds, shared reading, guided reading groups, independent reading and individual instruction. Some of our ELL-SWD's receive resource room while still being in a general education class. Other ELL-SWD's are placed in a more restrictive setting and they are placed in a 12:1 or a CTT. These students receive services from the ESL teacher as a push-in and at other times they are pulled out and they work with other ELLs. Special education teachers and bilingual teachers plan with the general education teacher to meet common core state standards. Instruction is planned together but scaffolding is used to meet students needs. CTT -ELL students are now mainstreamed in grades 5, 6 and 7 in science and social studies. 6th and 7th grade are departmentalized, hence allowing to begin mainstreaming these students. Our 12:1 classes in the middle school are mainstreamed with regular education classes during physical education. For the first time this year 5th grade has been semi-departmentalized and our CTT-ELL students are now being mainstreamed in Social Studies and Science.

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 <i>per week</i> (360 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/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.

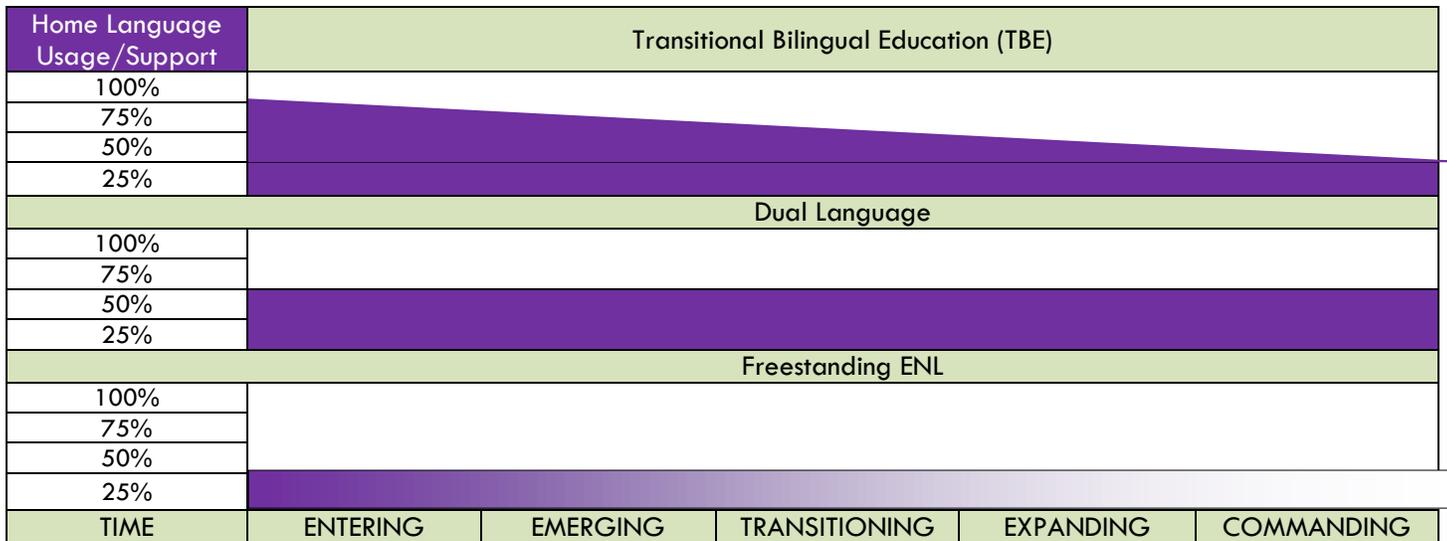


*Note: “other approved services” does not apply to New York City at this time.

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 ELLs are included with the general student population receiving academic intervention throughout the school day as a push-in and/or a pull-out model. They participate in the afterschool program and a Saturday program specifically designed for all ELLs in grades 2-8.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All our programs use research based methodologies, curriculum and programs. Curriculum used in our intervention programs are aligned to the CCLS and the New NYS Bilingual Common Core Initiative. Training and Professional Development is given to all teachers of ELLs regarding the New Learning Standards for English as a New Language.
12. What new programs or improvements will be considered for the upcoming school year?
This year we will be utilizing The Myon Program, which is a computerized library. All students will have an individual access and account. Myon reader personalizes reading for students recommending books based on their interests and reading level. It has a high quality audio that allows the student to read along. This program will be used during the school day and during the ELL Saturday Program.
13. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any ELL programs or services. We are monitoring, assessing and adjusting if needed according to students' data.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are given equal access to all school programs. Notifications to students and parents are made available in their native language. Additionally, there are many programs that have targeted recruitment for ELL students. Ps/Ms5 have ASPIra after school programs for all students in grades 6-8, READ is offered to 1st grade students, Grades 3-5 have a math and ELA afterschool program, Mitey Milers (Exercise program), BOKS (Exercise program), CHAMPS (sports), ASPIRA Camp Program (during long school breaks). During the school day, MSQI for grades 6-8 and reading reform for grades K-1 are implemented for all students including 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.
All of our classrooms have Smart Boards, and students have access to laptops and chrome books, iPads. Our school has a Technology Lab, and students have Technology Lab programmed to their schedules.

In-class Instructional Materials:

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

Language Arts and Technology

- Brain Pop
- Starfall
- Enchanted Learning
- One More Story
- RAZ Kids
- Myon

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

English as a Second Language

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

Math

- Go Math (Spanish) and English
- CMP3 Spanish and English
- Exemplars

Science

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

Social Studies

NYC Social Studies (Spanish)
Rosen Classroom Primary Sources (English)
English Language Arts and Native Language Arts:
Fountas and Pinell Phonics Lessons
Teachers College Reading and Writing Workshop
Leveled Libraries in Spanish and English
Guided Reading Materials in Spanish and English

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All service providers and teachers in our building communicate and collaborate for the benefit of all our populations and parents. Our schools' support team meets on a monthly basis to evaluate and assure that all student support services are being met. We jointly create an action plan to ensure that these services are met.

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 arrived students are invited to attend the Summer Title III program to help them adjust. Students who arrive during the school year are given a class buddy to help guide them throughout the day and to feel welcomed. They are also invited to attend the Saturday ELL program, which is a small ELL student - teacher ratio making it a nurturing environment. Parents are invited by the parent coordinator to all parent meetings. Our bilingual Parent coordinator contact our ELL parents to create a communication bridge between the school and the home. The ELL coordinator contact ELL parent and hold parent meetings to inform parents of school policies, educational goals in the school and classroom and the school curriculum.

19. What language electives are offered to ELLs?

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

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)?

Not applicable.

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.)

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

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

 - Differentiated instruction
 - scaffolding strategies
 - Total Physical Response
 - SIOP model for planning lessons
 - inter-classroom visitations
 - ESL lesson study group and lesson modeling
 - Unpacking the New Language Arts Progressions
 - the six shifts and what do they mean for ELLS
 - The NYSESLAT: What does it look like
 - Implementation of the Bilingual Common Core Progressions: What does it mean?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

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

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

training.

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

These professional development is given on Monday and Tuesday after school, as Lunch and Learns, and during the day during grade and departmental meetings.

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?

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

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.

ELL coordinator keeps and organizes a Parent Binder which includes all letters, Newsletters and parent meetings offered and given to parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Community Based Organizatons, such as LEAP, provide parent workshops integrating the arts and children's literature as well as UFT parental workshops and Asphalt Green fitness. All of the above workshops are conducted in both English and Spanish to meet the needs of our diverse population. In addition, workshops are offered at different times during the day to increase attendance.

- Parents are invited to monthly celebrations, for example publishing parties and math fairs. Parents are also encouraged to attend Family Day, Book Fairs and PTA meetings.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

PS/MS 5 will:

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- provide assistance to parents in understanding Common Core Learning Standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- PS/MS 5's parent coordinator plans monthly parent meetings and workshops on topics ranging from reading at home with your child, preparing for the state assessments to adult literacy. Both the math and literacy coaches hold workshops for parents. The Library Media Specialist has open access periods after school on Tuesdays for the students and their parents. The range of activities include from obtaining a library card to how to read aloud with your child.

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.

Paste response here:

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07x005** School Name: **The Port Morris School**
Superintendent: **Yolanda Torres**

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.learn DOE.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.

When students are admitted to PS/MS 5 parents fill out a home language survey. They are assisted by the Bilingual Coordinator, who is bilingual in Spanish and English. Our data shows that 71.7% of our population is Hispanic. During this time an informal screening is conducted to ensure that the information written on the survey is an accurate representation of the parent and the student. This information is then recorded onto ATS by the pupil accounting secretary or the Bilingual Coordinator. During registration other forms(emergency cards, ethnic survey, etc.) are filled out by the parents and they are assisted when needed.

When parents that are speakers of other languages need translation services we employ translation services when needed. The list of available languages for assistance are posted at the security agent's desk at the front entrance of the school and also in the main office. PS/MS 5 have two biliterate English/French teachers. They assist when needed, since the past two years the school has shown an increase of French speaking families and students.

Written Translation services are essential to ensure effective home school communication. All communication sent home from PS/MS 5 is translated into Spanish with many attempts to get the information in the other languages. The Translation and Interpretation Unit is used to assist us whenever possible. The administrative staff use telephone translation services as needed and/or requested by parents in need of such services. Translation services are also rendered from the DOE vendors.

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.

The survey has indicated that we have a total of 276 parents who prefer to receive information written in Spanish. This comprises 49.6% of our population. The next largest group is French with 6 families and it represents .8% of our population. Fulani represents .4% , Vietnamese, Mandinka, Jamaican-Creole and Afrikaaans each represent .2% of our population while Urdu, Twi and Malinke each represent .1%.

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.)

Parent Handbooks and School Safety information are distributed in the beginning of the school year. Parent newsletters and calendars are distributed on a monthly basis; announcements for after-school, PTA meetings, school schedules, school-wide parental workshops, school information regarding testing or upcoming activities and disciplinary letters are distributed trough-out the year as needed. Entitlement letters are distributed in September to all students who were administered the NYSITEL and the NYSESLAT. Translated versions of these letters are accessed on the DOE website.

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

2. 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.

During the beginning of the year formal face-to-face meetings will include:

- Meet the Teacher Night
- Curriculum Night

Throughout the rest of the year meetings will include:

- PTA Meetings (Monthly)
- Test Orientation Parent Meeting (Fall and Spring)
- Multicultural Night (Spring)
- Parent-Teachers Conferences (November and March)

Family Engagement Time (Tuesdays)

- Parent Workshop
- Parent Contact: In-Person, Telephone or email
- Parent Classes: Technology, Foreign Language, Open Access Library, ESL

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.

The Bilingual Coordinator does all Spanish translations in-house. All documents that need to be translated are first approved by the principal and then submitted to the Bilingual Coordinator. When translating information to French we use our two teachers that are literate in French. The Translation and Interpretation Unit is used to assist us whenever possible depending on the available languages. Translation services are also rendered from the DOE vendors.

When translated documents are given to parents they are given simultaneously with the English document and at the same timely manner as all other documents are distributed.

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.

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

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.)

Our Language Access Coordinator turn-keys all information and procedures that need to be followed during monthly Staff meetings. Brochures and other pertinent information are distributed and discussed. Updates to any information given may be via email, school memos or discussed at a later meeting.

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

-A welcome poster is placed visibly when you first enter the school.
-Language ID Guide is placed on the security desk and placed on the office counter in the main office.
-The Parents' Guide to Language Access and Parents Bill of Rights are given as soon as possible during the Parent Coordinator's Parental Meeting.

During the parent Coordinators meeting all information is discussed.

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)

In September a survey would be distributed to gain information from parents:

- Preferred language
- Did they feel welcomed at the school during the past year and/or recently
- Were they able to participate in meaningful opportunities
- Did they have access to programs
- Did they have access to their child's services and education
- How can the school community help you feel more welcomed

An update of this survey would then be distributed again in the spring.

Data would be analyzed and adjustments in the school community would be implemented.

All surveys would be distributed to parents in the covered languages as needed.