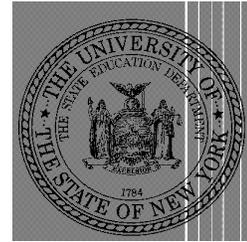




**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** P.S. 005 ELLEN LURIE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 06M005

**PRINCIPAL:** WANDA SOTO

**EMAIL:** [WSOTO2@SCHOOLS.NYC.GOV](mailto:WSOTO2@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** ELSA NUNEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Wanda Soto	*Principal or Designee	
Lee Nelson	*UFT Chapter Leader	
Rosa Clemente	*PA/PTA President	
Keely Blumentritt	Member/UFT	
Santa Cecilia Coker	Member/UFT	
Gloria Espinal	Member/UFT	
Maria Bobadilla (as of 12/31/12)	Member/PTA	
Noris Castillo	Member/PTA	
Milka De Jesus	Member/PTA	
Victoria Sosa	Member/PTA	
Anyelyn Mejia (as of 1/14/13)	Member/PTA	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**2011 QR, page 5:**

- Increase the consistency of implementing rigorous curriculum across all grades to challenge all students to think critically, leading to increased student performance.
- Further develop a process for providing feedback to teachers using a research-based rubric in order to promote consistent practice across all classrooms.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our goal is to engage all teachers in an in-depth study of the Danielson Framework in order to develop a common understanding of effective teaching practice by focusing on designing coherent instruction, using questioning and discussion techniques, and using assessment to plan instruction. By June 2013, 80% of teachers will demonstrate improvement in their levels of planning and teaching as evidenced by the improved quality of their lesson plans; their use of assessments in all areas of instruction; the higher quality and variety of their questions, especially as they lead to higher levels of student engagement and discussion as measured documented and frequent informal observations.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

We will address this goal by using the following strategies:

Our goal is to engage all teachers in an in-depth study of the Danielson Framework in order to develop a common understanding of effective teaching practice by focusing on designing coherent instruction, using questioning and discussion techniques, and using assessment to plan instruction.

- 1a. Build on last year's work by strengthening the common language and understanding of what quality teaching looks like using Danielson's Framework for teaching as a guideline.

- 1b. AUSSIE, School Leaders, Network support personnel, Grade Leaders
- 1c. Teachers will meet 75% of the “Look Fors” as a benchmark when using the Danielson Framework to assess their teaching practices. Teachers will use Domains 1e (Designing Coherent Instruction), 3b (Using Questioning and Discussion Techniques) and 3d (Using Assessment in Instruction) to plan and assess their instruction.
- 1d. Sept.- Teachers to write 2 goals, frequent verbal communication  
 Oct-January: Frequent visits with frequent written feedback  
 Feb.: Mid-year Checkpoint  
 Feb.-May: Frequent visits with frequent written feedback  
 June: End of year reflection, set goals for following year

#### Professional Goals

- 2a. Teachers will write a minimum of 2 professional teaching goals on which to focus for the school year.
- 2b. AUSSIE, School Leaders, Network support personnel
- 2c. Cycle of frequent visits and feedback, midyear checkpoint, review data and progress, plan for improvement if necessary and generate new goals.
- 2d. Cycle 1: September through January – frequent visits, formal and informal observations with feedback  
 February – checkpoint meetings with school leaders  
 Cycle2: February through May – frequent visits, formal and informal observations with feedback  
 June – end of year reflection

#### Frequent Visit

- 3a. Supervisors will conduct frequent classroom observations and provide classroom teachers with a minimum of three to a maximum of five written informal and formal observation reports.
- 3b. School Leaders, Learning Walks, Walkthroughs, and Network visits
- 3c. Focus: Danielson components 1e, 3b, 3d.
- 3d. Cycle 1: September through January – frequent visits, formal and informal observations with feedback  
 February – checkpoint meetings with school leaders  
 Cycle2: February through May – frequent visits, formal and informal observations with feedback  
 June – end of year reflection

#### Professional Development

- 4a. Monthly focus on deepening teachers’ understanding of Component 1e, 3b and Component 3d through regular informal observations and regular feedback; one-to-one discussions; small group discussions and large group professional development sessions. Teachers will use professional development opportunities offered in ARIS Learning Community and Common Core Library.
- 4b. AUSSIE, School Leaders, Network support personnel
- 4c. Based on visits focus will change periodically.

- 4d. Cycle 1: September through January – frequent visits, formal and informal observations with feedback  
February – checkpoint meetings with school leaders
- Cycle2: February through May – frequent visits, formal and informal observations with feedback
- June – end of year reflection

Source: Enhancing Professional Practice: A Framework for Teaching

All staff have received a copy of this book

- 5a. A research-based rubric will be used for assessing each teacher’s status in relation to the component being studied.
- 5b. Classroom teachers, AUSSIE, School Leaders, Network support personnel; ARIS Professional Development Opportunities are available online for teachers to focus on key areas
- 5c. Instructional Focus: Domains 1e (Designing Coherent Instruction), 3b (Using Questioning and Discussion Techniques) and 3d (Using Assessment in Instruction) to plan and assess their instruction.
- 5d. Cycle 1: September through January – frequent visits, formal and informal observations with feedback  
February – checkpoint meetings with school leaders
- Cycle2: February through May – frequent visits, formal and informal observations with feedback
- June – end of year reflection

Interpretation of Domains and components

- 6a. Classroom teachers will create “Look-Fors in Practice” for each component.
- 6b. Classroom teachers, AUSSIE, School Leaders, Network support personnel
- 6c. Teachers use of Look-Fors during planning that is evident during frequent visits.
- 6d. September through November – study domains  
November through January – Teachers create Look-Fors  
February through June – Teachers use of Look-Fors during planning that is evident during frequent visits.  
September through May – frequent visits, formal and informal observations with feedback  
June – end of year reflection

Feedback

- 7a. Supervisory feedback, verbal and written will reference teacher engagement and effectiveness based on the Danielson’s Framework for Teaching and Learning” components 1e, 3b and 3d rubrics.
- 7b. AUSSIE, School Leaders, Network support personnel to provide verbal and written feedback to classroom teachers
- 7c. Instructional plans will be designed for teachers to help meet their goals
- 7d. Cycle 1: September: verbal  
October through January – frequent visits, formal and informal observations with feedback  
February – checkpoint meetings with school leaders
- Cycle2: February through May – frequent visits, formal and informal observations with feedback

June – end of year reflection

November, February and May - Teachers will also respond to three in-house surveys created by the administration using the online survey software Survey Monkey. These surveys will focus on questions regarding planning, unit development, instruction and assessment.

Structures have been set in place enabling us to assess progress in the use of Danielson’s Components 1e, 3b, 3d and it’s implications to instruction and student outcomes.

1. All teachers have a minimum of two written professional teaching goals.
2. A standard feedback form is used for professional development reflection.
3. A collection and documentation of general “Look-Fors in Practice” for each component.
4. Written informal and formal observation reports to teachers based on the competencies under study.
5. Professional development cycles are based on the results of frequent visits.
6. In February, mid -year checkpoint meetings are conducted with teachers to review their informal / formal feedback, strategies/ approaches implemented and the impact on student performance/ work. At this point teachers will self- assess with guidance from immediate supervisor and revise personal goals which will guide the next cycle of observations.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Other-describe here:

- Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Title 1 SWP

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I Priority/Focus Funding:**

N/A

**Other Funding: ( Title ISWP, FSF,)**

✱AUSSIE consultants work with selected teachers by grade. The AUSSIE consultants address strategies that impact on effective classrooms that address improving instruction in order to improve student learning outcomes by:

- Offering teachers strategies for analyzing data to plan their teaching
- Working alongside teachers, helping them plan lessons that take all children’s entry points into account

- Demonstrating teaching approaches and practices
- Debriefing, discussing, regrouping, replanning and re teaching
- Offering teachers, coaches and principals opportunities to reflect on what works and how to get it going in their school
- Being a positive critical friend at the whole school level
- Bringing knowledge and experience of systemic, sustainable change

✿ Preparation period coverage is also referred as lost prep where teachers are paid for their prep period to work with consultants and/or administrators on planning units of study, designing entry various points for students using Universal Design for Learning (UDL), writing of teaching points and looking at student work to increase student outcomes.

✿ Per Diem substitute teachers to cover teachers for full day professional development that is explicit and focused on designing coherent instruction. Substitute teachers have plans so that student work continues throughout the day.

✿ Teachers are assigned by grade for professional development opportunities to build capacity and share with colleagues. A chart is made available identifying teacher teams or individuals assigned to a cohort. These individuals share with grade colleagues and administration information application in the impact of student achievement. Some of the teacher teams: Chancellor’s Instructional Lead Teacher; Response to Intervention (RTI)/Data Inquiry; Positive Behavior Intervention Services (PBIS); English Language Learner (ELL), Bilingual, Special Education, New York University (NYU) Mathematics and NYU ELA Cohorts, Special Education Meetings, Penny Harvest and Science and Paraprofessional Cohorts.

✿ Clusters 2, Network 209 support from specialist are assigned by subject area to develop strategies with teacher teams for the purpose of engagement, differentiation, student achievement, progress and pedagogical development.

✿ Math Coach

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (QR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**QR:** Feedback from the December 2011 Quality Review indentified areas of improvement.

On page 5 the following was stated:

- a. Increase the consistency of implementing rigorous curriculum across all grades to challenge all students to think critically, leading to increased student performance.
- b. Deepen the use of data to plan differentiated instruction so that learning activities across classrooms suitably challenge all students.

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our goal is to create and implement a minimum of two CCLS aligned units of study in literacy and mathematics at each grade level that is aligned to the school's key standards. By June 2013, each grade will have developed and implemented two CCLS aligned units of study in literacy and mathematics and 70% of the students will achieve a level 2 or higher with at least 35% scoring a level 3 or higher as measured on their performance task rubric.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

a. We will build on last year's work, teachers will revise, create and implement four (2 Literacy and two Math) Common Core units that:

- Are well-aligned to selected standards as indicated by CCLS alignment protocols developed by each grade;
- Embed the skills and concepts outlined in the relevant Common Core instructional shifts and
- Assess student learning with rigorous performance tasks that are developed or adapted using Webb's Depth of Knowledge
  1. Ensure a culture for learning is set in every classroom by setting high expectations for all students.
  2. Classroom teachers will reference the Webbs' Depth of Knowledge when designing coherent instructional activities.
  3. Classroom teachers will work together on their grades to revise curriculum maps.

4. Teachers will work together on their grades supported by a member of the administrative team to plan Literacy and Math Units collaboratively.
5. Lead teacher will consult with other members of the instructional cabinet to ensure that all planned units, tasks and lessons meet or exceed the expected expectations.
6. Math Coach and support personnel will work with teachers to implement best practices
7. Lead teachers will attend Network professional development session around CCLS Units development.
8. Grade Lead teachers will turn key professional development to grade teachers in designing Literacy and Math units aligned to the CCLS instructional shifts.
9. Use of the 50-minute professional development time to work on creating ELA and Math Units.
10. Teachers use common preps to work collaboratively to create ELA and Math Units.
11. Teachers integrating CCLS in creating ELA and Math Units.
12. AUSSIE Consultant work with teachers in developing best practices to support CCLS Units.
13. Math Coach working with teachers to develop math tasks.
14. ELL Network Instructional Support personnel working with teachers in adjusting cognitively demanding tasks enabling ELL students to have entry points in order to be successful with the tasks.
15. Special Education Network support personnel working with Special Education staff in the development tasks with multiple entry points in order for students with disabilities to be successful with the tasks.

b. AUSSIE consultants, School Leaders, Network support specialists, grade lead teachers, cohort groups

c. Revise and completion of two units in ELA and two in Math. Teachers meet regularly to design units of study integrating content area instruction (Science, Social Studies and the Arts). Teachers use a variety of materials to support the creation of units that are aligned to the Common Core Standards. A variety of assessment tools are used to measure student outcomes.

d. September: Review existing units

October through June – frequent planning: 50-minute extended day professional development time. common planning periods, professional development sessions, faculty conferences, Chancellor’s professional development days, and implementation of the two units in ELA and Math. Implementation dates will vary by grade.

June – end of year reflection, revisions of units and planning for new units

**Budget and resource alignment**

• Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Other-describe here:

- Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     OTPS

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I Priority/Focus Funding:**

N/A

**Other Funding: ( Title I SWP, FSF,)**

- ✿ Per Diem substitute teachers are used throughout the year to cover teachers for full day professional development that is explicit and focused on designing coherent instruction. Substitute teachers have plans so that student work continues throughout the day.
- ✿ Preparation period coverage is also referred as lost prep where teachers are paid throughout the year for their prep period to work with consultants and/or administrators on planning units of study, designing entry various points for students using Universal Design for Learning (UDL), writing of teaching points and looking at student work to increase student outcomes.
- ✿ Per Session: Teachers are paid per session to plan for units of study throughout the year on as needed basis. Teachers work on designing units, looking at student data and analyze data to determine next steps.
- ✿ Math Coach is hired for the school year to work with teachers in designing units, writing teaching points, writing word problems to address key content areas by grade.
- ✿ Lead Teachers: each grade has a Lead teacher who attend monthly meetings geared towards instruction, common core standards and skill and strategy development. Teachers develop their skills and craft, share with grade colleagues and build capacity from within the school,
- ✿ AUSSIE consultants work with selected teachers by grade. The AUSSIE consultants address strategies that impact on effective classrooms that address improvement of instruction throughout the year in order to increase student learning outcomes by:
  - Offering teachers strategies for analyzing data to plan their teaching
  - Working alongside teachers, helping them plan lessons that take all children's entry points into account
  - Demonstrating teaching approaches and practices
  - Debriefing, discussing, regrouping, planning and teaching
  - Offering teachers, coaches and principals opportunities to reflect on what works and how to get it going in their school
  - Being a positive critical friend at the whole school level

- Bringing knowledge and experience of systemic, sustainable change
- ✿ Network Support: Instructional Specialists support school staff in a variety of ways: teacher professional support by grade; work with Lead teachers in content related topics

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**2011-2012 NYS School Survey Report** Teacher responded to Safety and Respect questions:

- Order and respect are maintained at my school. 5.8%
- I can get the help I need at my school to address student behavior issues. 5.9%

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

X  4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

\_\_\_ 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our goal is to develop school staff with the ability to prevent disciplinary problems and create positive classroom atmosphere and school environment in order to promote learning and respect. There will be a 5% reduction of incidents in the classroom and cafeteria as compared to last year, as measured by OORS incident reports.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

a. Positive Behavior Instructional Strategies Implementation:

1. 90% of the staff will use elements of Positive Behavior Instructional Strategies (PBIS) throughout the day. This program is based on the 3 R's: Be respectful, responsible and ready. "It is a data driven, research based system that supports social competence and academic achievement in all students by providing effective evidence-based practices that supports quality instruction. It is a way to acknowledge students for clearly defined positive behaviors while providing support to students who have difficulty with behavior expectations at all levels."
2. "Caught doing an Act of Kindness" tickets provided to students. Students are recognized for doing positive activities that promote positive attitudes or actions. For example: during dismissal, students sit and read a book while waiting to be picked up. This creates positive attitude towards reading,
3. Reward students for having the most "Caught doing an Act of Kindness" tickets. Reward may be "movie time" with popcorn.

4. Development of Kindness Pledge.
5. Asphalt Green representative to work with children and school aides during recess. Asphalt Green is a not-for-profit organization dedicated to assisting individuals of all ages and backgrounds achieve health through a lifetime of sports and fitness. For the school year during the four periods of lunch recess a Coach from Asphalt Green works with our children providing structured play by practicing physical activities.
6. Guidance Counselor to work with at risk students known to have behavioral and/or disciplinary issues. Guidance Counselor primarily works with grades 3 to 5 students providing individual, small group and/or whole class intervention. Additionally, parent workshops are provided to families in both English and Spanish on topics relevant to children and families. Some topics may include discipline, chancellor's regulation, helping children cope, bullying, middle school choice, etc.
7. P/T Social Worker to work with at risk students in grades K-2 known to have behavioral and/or disciplinary issues. P/T Social Worker works collaboratively with the guidance counselor and provides individual, small group and/or whole class intervention. Parent workshops are provided to families in both English and Spanish on topics relevant to children and families. Some topics may include but are not limited to discipline, chancellor's regulation, helping children cope, bullying, emotional stability, etc.
8. Special Education Counselor to address students with known behavioral and/or disciplinary issues. Our P/T social worker provides the mandated counseling as a related service program to children with an IEP.
9. School based ISC psychologist and social worker available to provide services to at risk students on a needs basis. Initials and Triennials are revised by this team together with the service providers, classroom teacher, monolingual, bilingual and special education teachers
10. Psychologist-in-Training available to provide services to at risk students.

b. Teacher representatives by grade on PBIS Cohort

1. Asphalt Green Coach
2. Social Worker, Guidance Counselor, School Based Support Team Psychologist and Social Worker, Psychologist in training, School Leaders

c. We will evaluate our progress on meeting this goal by using the following strategies:

1. Use of PBIS elements by teachers,
2. Grade representatives working with teachers on using PBIS elements in the classroom,
3. Asphalt Green representative working with students and school aides twice a week with games and physical activities,
4. Teachers using "PRIM" book as a resource for generating ideas and strategy implementation,
5. Improvement in positive school culture,
6. Reduction in negative reporting trends.
7. Increased number of students receiving "Caught doing an Act of Kindness" tickets
8. Increased number of students to attend movie day
9. Reduction of Principal and Superintendent suspensions

d. September: Review of school rules and procedures for classroom and cafeteria

September through June – Character education assemblies conducted by Guidance Department monthly with different themes  
 October through June – Asphalt Green implementation, set structures in place

November – Asphalt Green professional development for school aides  
November, December, February, March, May, and June – “Caught doing an Act of Kindness” reward movie days  
June – end of year reflection, evaluation of suspension data, plan for next steps

**Budget and resource alignment**

• Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Other-describe here:

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants   

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and

**Title I Priority/Focus Funding:**

N/A

**Other Funding: ( Title I SWP, FSF,)**

OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Part time Social Worker to work with students in grades K through 2.
- Guidance Counselor to work with students in grades 3 through 5.
- Psychologist in training to provide intervention services on a needs basis while working with the school ISC/SBST/CSE Team.
- Resources: Book: PRIM: Pre-Referral Intervention Manual
- Paraprofessional support: Paraprofessional will address individual student behavioral issues as a preventative measure in supporting classroom teacher with disruptive student/s on a needs basis.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**2011-12 QR page 5:**

- Increase the consistency of implementing rigorous curriculum across all grades to challenge all students to think critically, leading to increased student performance.
- Deepen the use of data to plan differentiated instruction so that learning activities across classrooms suitably challenge all students.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, students with disabilities will increase in their reading benchmark score by 20% making progress of at least one benchmark level as measured by the Teacher’s College Running Records or the Renaissance Learning Web-Based Software.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

a. We will address this goal by using the following strategies:

1. Teachers will use Common Core Library for standard based exemplars of literacy tasks that support student with disabilities.
2. Teachers will be supported in formulating and executing lessons prepared using the literacy curriculum and supplemental reading support program.
3. SETSS and AIS teachers will support students identified and targeted for RTI.
4. Expanded Learning Time (ELT: Achievers) for 60 students for 15 weeks (Saturday: 3 hours) to support increased student performance
5. Coach, Data Coordinator, Special Needs Network Specialist, SETTS and AIS/RTI teachers: (2 full time and 1 F-status teacher for 3 days a week) outside training and Administration will support the teachers with professional development in analyzing student data for the purpose of setting short term goals that meet the student’s academic needs.

c. We will evaluate our progress on meeting this goal by using the following strategies:

1. Appropriately designed literacy and math tasks using Universal Design for Learning (UDL).
2. Results from a collection of pre and post assessments.
3. Review of class data binder to monitor student increased progress.
4. Increase of individual students reading levels as seen in the Renaissance Place Web-based Assessment software (STAR) and Fountas & Pinnell reading benchmark assessments.
5. Increase of individual student F& P reading levels.
6. Student work shows marked improvement as measured by designated rubrics for reading.

d. September: Review of previous units

October – curriculum updates

September through June – Writing of units with assistance of support personnel

October through June – Implementation of units and review performance tasks results

June – reflection of units by grade and if necessary modify and create new units for the following year

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I Priority/Focus Funding:**

- Title I Focus funding will be used to hire an F-Status Rtl teacher who will provide students performing below benchmark and identified as needing Tier 2 or Tier 3 interventions with focus small group instruction to address the specific are of need= ( See Galaxy)
- Part time Social Worker to work with students in grades K through 2.
- Guidance Counselor to work with students in grades 3 through 5.
- **Extended Learning Time Program:** Achievers Educational Services (AES) provides services in Literacy and Math for 60 students in grades 3- 5 who are in the lowest third. This will occur for 15 weeks for three hours on Saturdays = ( See Galaxy)
- **Super Saturday Program:** Teachers will provide services in Literacy and Math for students in grades 3- 5. These 3 hour Saturdays will occur for 9 weeks = (see Galaxy)
- **Extended Learning Time Program:** Achievers Educational Services (AES) provides services in Literacy and Math for 2 days (Tuesday & Wednesday) 2 hours for a target population of 45 students until the first week of June or until hours are met = ( See Galaxy)

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

2011-2012 NYS School Survey Teacher response decreased in the area of Communication

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- 6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will increase in frequency and quality of teacher communication with parents regarding academic expectations and performance of their child’s academic performance.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 20 through 27 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

By June 2013, we will create an informational home-school connection showing more opportunities to communicate with families regarding student progress. Our goal is to increase an additional 5% parent participation/involvement by implementing structures for creating an informational home-school connection.

a. We will address this goal by using the following strategies:

1. Bi-Monthly parent workshops focusing on academic areas, ELLs and helping their children at home.
2. Establish “Mystery Guest Readers,” “Class Parents” for class trips, special projects and volunteers in both English and Spanish classrooms.
3. Collaborate with Children’s Aid Society to provide workshops and activities on proven effective parenting skills for school-age children.
4. “Café con Leche” meetings with parents for ongoing dialogue with building administrators, guidance, parent coordinator and other related school personnel.

5. School calendar distributed announcing important testing information and activities.
6. Adult programs for PS5 parents/families.
7. Create a newsletter that will serve as advertisement for activities held at the school.
8. School Messenger system used to inform parents of activities or important information via telephone in both languages.
9. Annual Parent Fair in June, 2013 where families, children and the community are involved.

b. Parents, teachers, school leaders, CITE (professional development company), Literacy Inc., Learning Leaders, parent coordinator (DOE and CAS), Children's Aide Society (CAS), and the PTA

c. We will evaluate our progress on meeting this goal by using the following strategies:

1. Schedule of parent workshops will be sent to the PS 5 school families in English and Spanish.
2. 75% of the classrooms will have a class parent, a mystery guest reader or special project inviting collaboration with the home or within school colleagues.
3. Monthly "Café con Leche" discussions with school principal starting December 2012.
4. Distribution of Parent Testing Calendar and reminders when testing is near.
5. Through the Title I parent involvement funding, day and evening workshops will be provided in order to access working parents.
6. Increased attendance of parents/families at workshops.
7. Distribution of Principal Report at PTA monthly meetings.
8. Family participation at the Annual Parent Fair.

d. September through June

- Monthly PTA meetings
- Parent workshops twice a month
- Monthly calendar describing events and activities
- Quarterly newsletter
- School Messenger, an electronic system that calls student's homes notifying parents of important school dates and activities

November, February, and June – STAR Assessment Progress Reports letter sent to the parents

November, March and June – Report Cards

November and March – Parent Teacher Conferences

February

- Promotion in Doubt notices and meetings
- Learning Leaders parent workshop

February through June – CITE parent workshops will be provided for parents  
March – Letters sent home announcing all of the standardized testing dates

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I Priority/Focus Funding:**

- Title I Focus funding for Parent Engagement will be used to support our goal of strengthening parent involvement to ensure that we have adequate supplies and materials for the following : ( see Galaxy)
  - Bi-monthly parent workshops occurring between September 2012 and June 2013
  - Consultant Company (CITE) to provide parent workshops
  - Monthly " Café con Leche" meetings
  - P.S. 5 Annual Parent Fair occurring in June 2013
  - Common Core Parent Workshops occurring between September and June
  - NYS Testing Program parent workshops occurring between September and June 2013

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>1. <i>Wilson Foundations</i> Program K-3: “Program description states it is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Program is based on the Wilson Reading System principles to help reduce reading and spelling failure. Program is incorporated daily for 30 minutes into the language arts classroom instruction. Its focus include sequenced skills of print knowledge, alphabet and phonemic awareness, decoding, vocabulary fluency and spelling. Critical thinking, speaking and listening skills are practiced during storytime/read aloud activities. Program is target for small group intervention to lower 30<sup>th</sup> percentile students.</p> <p>2. <i>Literacy Intervention System (LLI)</i>: “The <i>Fountas &amp; Pinnel</i> LLI is a small-group, supplementary intervention program designed to help</p>	<p>1. Kindergarten teachers incorporate into their balanced literacy block as part of their word study with an additional dose for the children who are behind academically as double dose for RTI. Whole class size instruction and small groups</p> <p>2. Small groups</p>	<p>1. During school, Tuesday &amp; Wednesday 50 minute weekly sessions and 30 minutes RTI sessions.</p> <p>2. During the day</p> <p>3. During the day and Thursday 50 minute session</p> <p>4. 50 minute sessions on Tuesdays and Wednesdays</p> <p>5. Minimum of nine Saturday sessions starting January 26, 2013 for 1 ½ hours.</p> <p>6a. ELT Saturday program for 15 weeks for 60 students</p> <p>6b. ELT Weekday program to service 45 students not to exceed 13 weeks or required completion of hours.</p> <p>7. Weekly, during the day and 50 minute sessions on Thursdays</p> <p>8. Weekly sessions during the day, minimum of 3 times a week and a maximum of 5 times a week.</p> <p>9. During the day</p> <p>10. During the day</p> <p>11. During the day</p>

	<p>teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N). LLI is designed to be used with small groups of young children who need intensive support to achieve grade-level competency.</p> <p>Participants include low-achieving children who are not receiving another supplementary intervention. English language learners can also benefit from LLI. Each LLI lesson provides specific suggestions for supporting English language learners.</p> <p>3. <b>Data Meetings:</b> During the inquiry process a P.S. 5, teacher teams work together analyze students' work to form instruction in literacy. This collaboration focuses on students' outcomes using a systematic data-informed approach. The <b>ORID</b> protocol is used across the school to analyze students' work. This protocol consists of four steps to look at student's work. During the first part (<b>Objective Level</b>), data is examined to identify factual information. At the <b>Reflective level</b>, participants are encouraged to make connections and a free flow of ideas and imagination. During the <b>Interpretive level</b>, teachers identify patterns to</p>	<p>3. Individually, Grade Teams</p>	
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	<p>articulate underlying insights. During the last and not least important level, Decisional level, teams propose next steps in instruction. This process allows teachers to revisit and revamp best practices on a continuous basis. This model is consistent with our mantra: DATA – MOVE – IMPACT. As we are implementing our two CCLS tasks, teachers are using the inquiry cycle to reflect on the best practices being used during the instruction and implementation of these tasks. Pre and post assessments as well as checks for understanding are integrated into the CCLS literacy tasks. This practice facilitates teachers on aligning assessment, curriculum, and instruction to the Common Core. This inquiry process at P.S. 5 is supported in various ways. The data specialist meets with inquiry-grade teams to facilitate the process on Thursdays during the 50-minute period for professional development. These meetings have been scheduled in the Thursday 50-Minute PD calendar. In this calendar, teams are provided two consecutive Thursdays to meet, one horizontal and one vertical. In addition, the network facilitates meetings for the data specialist as well as school visits to support us in this process.</p> <p>4. Two days of after school instruction for 50 minutes: School staff, teachers voted to have</p>	<p>4. Group size does not exceed 10 students.</p>	
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	<p>two days of 50 minute sessions to provide students with intervention and /or support children academically. Tuesdays and Wednesdays staff provides academic support to children who are selected for needing additional support, are at risk, Bilingual, English Language Learner, Students with Disabilities or parent request and in grades 2 to 5. Small groups not to exceed 10 students are serviced.</p> <p>5. <b>Super Saturdays:</b> Teachers work per session on Saturdays providing English Language Arts (ELA) skills aligned to the standards and embed test sophistication strategies. Teacher per session is provided. Students targeted are children who will be administered the NYS ELA exam.</p> <p>6. <b>Extended Learning Time Program:</b> Achievers Educational Services (AES) provides services in Literacy and Math for 60 students in grades 3- 5 on Saturdays who are in the lowest third as well as 45 students during the week Tuesday &amp; Wednesday after 50 minutes extended day for students in grades 3-5</p> <p>7. <b>AUSSIE Consultants</b> work with teachers in providing instructional literacy support. Our consultant is here for 47 sessions.</p> <p>8. <b>Response To Intervention (RTI)/Academic Intervention Services (AIS)</b> teachers working with Tier 2 students in grades 2-5:</p>	<p>5. Small groups not to exceed 20 students</p> <p>6.Small groups not to exceed 10 students</p> <p>7. Small groups, By grade, 1:1</p> <p>8. Small groups</p>	
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	<p>Comprehension</p> <p>9. <b>STAR program</b>- students are administered a baseline, midyear and end of year assessment showing gains or lack of for each student.</p> <p>10. <b>Accelerated Reading</b>- Renaissance Learning</p> <p>11. <b>Estrellita</b>: Estrellita program descriptions states it “is a supplementary, accelerated, beginning Spanish reading program for Pre-K through 1st grade students in Bilingual and Dual Language classrooms. Based on scientific learning and reading principles, Estrellita provides multisensory, in depth instruction in phonemic awareness, phonics and fluency. Because it was designed to meet the needs of children at all skill levels, layers of differentiated instruction are built into the program. Estrellita maps “pictures to beginning sounds” to assist children in making the connection from the known (picture) to the unknown (grapheme). Estrellita introduces vowels before consonants. The program also provides a built-in review process to ensure that students retain previously learned sounds. Estrellita is based on the core structure of the Spanish language and is not a direct translation. Estrellita writing component is aligned with and</p>	<p>9. Individually assessed 3 times a year</p> <p>10. Individual students read books and are assessed after each reading</p> <p>11. small groups</p>	
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	occurs concurrently with the reading process Estrellita's philosophy and methodology have always been to teach the letter sounds first and to prolong the teaching of letter names until children have "broken the code." Estrellita utilizes a syllabic approach to blending and segmentation which systematically builds upon itself."		
Mathematics	<ol style="list-style-type: none"> <li>1. Supplemental resources</li> <li>2. Math Coach</li> <li>3. Everyday Math games.</li> <li>4. Super Saturday</li> <li>5. Extended Learning Time Program: AES</li> </ol>	<ol style="list-style-type: none"> <li>1. Small groups not to exceed 10 students</li> <li>2. Small group intervention</li> <li>3. Whole class, center activities</li> <li>4. Small Groups</li> <li>5. Small groups not to exceed 10 students</li> </ol>	<ol style="list-style-type: none"> <li>1. During the 50 minute sessions on Tuesdays and Wednesdays</li> <li>2. During the Day</li> <li>3. During the day</li> <li>4. Minimum of nine Saturday sessions starting January 26, 2013 for 1 ½ hours.</li> <li>5. ELT Saturday Program for 15 weeks for 60 students</li> </ol>
Science	<ol style="list-style-type: none"> <li>1. Three Cluster Teachers</li> <li>2. A+ Technology Solutions, Inc Mobile Science Lab</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole class</li> <li>2. Upper grades only</li> </ol>	<ol style="list-style-type: none"> <li>1. During the day</li> <li>2. During the day</li> </ol>
Social Studies	<ol style="list-style-type: none"> <li>1. Rosen Classroom Books and materials are used to support Units of Study. For example, Exploring Community guide integrates English Language Arts skills with the teaching of Social Studies (cause and effect, sequence chart, graphic organizers, main idea, KWL chart, supporting details, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole class</li> </ol>	<ol style="list-style-type: none"> <li>1. During the day</li> </ol>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker,	<ol style="list-style-type: none"> <li>1. One Full time Guidance Counselor</li> <li>2. One P/T Social Worker</li> <li>3. Related Service provider</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group, 1:1, whole class</li> <li>2. Small group, 1:1, whole class</li> <li>3. Small group, 1:1, whole class</li> <li>4. Individual</li> </ol>	<ol style="list-style-type: none"> <li>1. During the day</li> <li>2. During the day</li> <li>3. During the day</li> </ol>

etc.)	<p>4. Psychologist In- Training</p> <p>5. Children's Aid Society (CAS) – partnership between CBO and the school.</p> <p>6. Strategies from PBIS and PRIM being implemented.</p> <p>7. CAS after school program provides students with support in during the Balance Center</p>	<p>5. Individual students, families, extended day program for 150 students, Summer Camp, Summer Program, NY Neediest Family program, Parent Coordinator</p> <p>6. Strategies provide by multiple personnel to teachers</p> <p>7. CAS after school program has children attend the Balance Center providing day students with strategies in responding to concerns/issues appropriately.</p>	<p>4. During the day</p> <p>5. During the day, after school, summer</p> <p>6. During the day.</p> <p>7. After School</p>
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Teachers will participate in collaborative planning sessions with their colleagues to share content strategies to build both teacher and student skills. This enables teachers to increase their knowledge base in developing, planning and preparation. These collaborative planning sessions allow the teachers opportunities to share their expertise with colleagues. This also allows the teachers flexibility in developing activities and tasks to address the needs of all of their students.

All teachers participate in Professional Development activities providing them opportunities to develop and sharpen their pedagogical skills.

Teachers develop relationships and recruitment has been limited as teachers remain in the school building. Once teachers leave due to relocation retirement or personal reasons, recruitment is through word of mouth, colleague recommendation, excessed teachers looking for a position, administrator referral or open market.

New teachers are provided with a mentor to help facilitate their learning process and improve in their craft of teaching. The mentor is trained by the Department of Education in working with new teachers. The mentor shares information, resources and suggestions in the teaching and learning process with the mentee. The mentor meets a minimum of two times a week to work with the new staff member with planning, data inquiry process, content instruction, behavior management, common core standards, and writing units. New teachers work collaboratively with the mentor to enable themselves to engage students in the learning process. Additionally, new teachers work together in grade teams in order to plan units and generate ideas, activities and plans during common planning time.

We have a myriad of professional development opportunities for our teachers. We have structured our professional development by cohorts; from lead teachers by the grade to content subject specific development. Faculty conferences are also used for professional development opportunities for the staff. Consultants work with teachers either by grade or individually to enable teachers to either improve in a specific subject or area as well as to build capacity in the building by sharpening and refining their skill set.

In some cases we have extended teacher tenure if member has not been at the school for a minimum of two years. We only have two new teachers this year. All but one meets the HQT requirements and one newly hired teacher is working towards the HQT requirements.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

PS 5, The Ellen Lurie School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

## **PUBLIC SCHOOL FIVE THE ELLEN LURIE SCHOOL A CHILDREN'S AID SOCIETY SCHOOL**

The staff and parents/guardians at P.S. Five have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program for the students of P.S. Five, and to show how the school and family and Children's Aid Society are working together to educate the children at P.S. Five, the staff, parents, and Children's Aid Society agree to implement the following programs and activities:

### **PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY**

- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will provide an **academic program** that is rigorous and challenging in two languages.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY staff will be **positive role models** for students
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will provide **extended-day enrichment and recreational** programs for students.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will **communicate with families** on an on-going basis regarding student's academic progress and special events.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will **involve parents/guardians on committees** that make school policy.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will **provide workshops and meetings** for parents in order to enable them to better help their children at home and to apprise them of special events and new curricula at school.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will provide a **Headstart** program for youngsters age 3-5 in order to better prepare them for their school career as well as medical, dental and clinical services to promote physical and emotional health.

*Support home-school relationships and improve communication by:*

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

## **SCHOOL COMMUNICATIONS WITH THE HOME**

1. Provide parents with frequent reports on their children's progress.

Staff and Teachers strive to maintain regular communications with families through:

- Open Door Policy
  - First Month of School Parent Orientation Meeting
  - Communications provided in English and Spanish
  - Translators provided on request and as needed
  - Phone calls and written communications made on a regular basis to inform parents of achievements and concerns.
- Upcoming event reminders sent home with students in the form of letters and flyers from the principal
- Parent-Teacher Conferences in the fall and spring.
- Special request conferences scheduled as needed throughout the year before and after school or during the teacher's preparation period.
- Home visits made as needed
- Reports/assessments provided weekly, monthly, or as needed.
- Monthly P.T.A. meetings-----Third Thursday of each Month
- Weekly parent workshops-----Fridays
- Special Curriculum workshops as needed

2. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

### **PARENT /GUARDIAN VOLUNTEERS WAYS TO VOLUNTEER IN OUR SCHOOL:**

- Volunteer in the classroom
- Volunteer in the lunchroom
- Volunteer in the library
- Volunteer during entry and dismissal
- Attend Parent Orientation
- Attend Parent-Teacher Conferences
- Attend PTA meetings
- Attend Parent Workshops (every other Friday)
- Help with PTA fundraisers
- Attend student performances
- Accompany classes on field trips
- Attend school forums and board meetings
- Attend Parent Advisory Council Meetings
- Membership in the School Leadership Team

*Signing in for your six hours is very important. There are a variety of ways to sign in:*

- See Parent Coordinator to get your application to be a school volunteer
- Speak with the teacher and get signed letter that you helped
- Sign in on the book on the counter in the office and at the security desk

Parent Involvement in the school is very important. When schools and families work together to support learning, students benefit through higher grades, higher test scores, better attendance, more positive attitudes, higher graduation rates and greater enrollment in post-secondary education.

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**THE PARENT/GUARDIAN RESPONSIBILITY:**

- Provide encouraging atmosphere for study (praise, help, encouragement)
- Provide physical space for study (desk, table, space, chair)
- Provide homework tools (crayons, pencil, pen, paper, glue, scissors)

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.

Parent teacher conferences are held two times a year: the first conference for the year will be held on November and the second conference will be held in March. The parents are given the opportunity to attend one of two sessions 12:20 - 2:20 pm and 5:30 - 8:00 pm. The notices are sent home notifying them of the conferences.

3. Provide parents with frequent reports on their children’s progress.

P.S. 5 practice an open door policy. We have parent “Meet and Greet” the teacher conferences during the first month of school. This provides an opportunity for the parents/families to meet each other and expectations for the year are discussed. We take into account that some parents may not understand English; therefore, P.S. 5 provides translators as needed and requested. As the year progresses, the teachers will make phone calls and send written reports on a regular basis to maintain a school-home communication. These notes are to be signed by the parent/guardian. This process ensures that a parent/guardian has read it and is in agreement or needs clarification from the teacher. Aside from the teacher’s effort to maintain a connection with the home, there are also monthly P.T.A meetings and weekly parent workshops. P.S 5 has Open school week twice during the school year. During this week, the parents are allowed to visit their children’s classroom and observe the learning process that is taking place. Additionally, the Family Room, Room 110, is used for families to meet and discuss educational practices that are taking place in the school as well as workshops for them.

**HOME/SCHOOL COMPACT**

The school, Children’s Aid Society, and families of Public School Five recognize that while all parties agree that the expectations listed here are necessary in order to strengthen the communication and commitment between the home and the school, rare occasions may arise where one or all parties will have difficulty fulfilling all or part of this compact. It is also recognized that the school’s purpose is to support the community and its families in whatever manner is necessary and reasonable in its ability to do so, and likewise, it is the family’s responsibility to support the child and the school community.

## **THE HOME**

PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will volunteer at least six hours a year to the school in the form of parent workshops, PTA meetings, and or volunteering to assist in the lunchroom or library, with entry or dismissal, or working in the classroom with specific students.

PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will send their children to school appropriately dressed, prepared to learn, and on time.

PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will read to their children at least 15 minutes a night, or see that their child reads to him/herself  
20 minutes each night.

PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will attend both parent/teacher conferences during the school year to discuss the academic progress of their children.

PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will assist their children with their homework assignments on a regular basis to ensure completion and accuracy. If language is an issue, the parent will see that all homework is done and will have the student explain what was done to them.

Every homework assignment will be signed.

PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will see that when a child is absent that the child obtains his work and returns to school with a signed note from the doctor indicating the number of days the child had to miss school. Attendance at school will be a primary responsibility of the parent/guardian.

PARENTS/GUARDIANS AT PUBLIC SCHOOL FIVE will see that all notices and homework sent home are signed and returned to school promptly in order to ensure appropriate communication between the school and the home.

### **III. Student Responsibilities:**

#### ***BE PREPARED TO LEARN***

- 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.

#### ***ATTENDANCE***

Children must attend school daily. If a child is ill, written medical documentation is necessary indicating the number of days the child must remain home and the date of return as well as the reason for the absence.

## **HOMEWORK**

Homework provides a means of extending student's classroom experiences. It should be assigned to all students on a regular basis.

Homework assignments should relate meaningfully to classroom learning and should be designed to fulfill one or more of the following purposes:

- Strengthen basic skills and give extra practice on work that has been introduced in class.
- Extend and enhance school learned knowledge and skills
- Reinforce study habits
- Develop initiative, responsibility, and self-direction
- Stimulate independent thinking
- Increase the range and scope of student interest
- Foster worthwhile use of leisure time.

### **Homework assignments will adhere to the following principles:**

- Purpose of the assignment and its relationship to what has been taught in class must be clearly defined by the teacher and understood by the students
- Teacher should plan with students not only what to do but how to do it.
- Assignments should grow out of classroom activities and should be meaningful, interesting and varied
- Homework assignments should reflect the wide variety of subject areas taught in an elementary school.
- Assigned homework should be acknowledged and or corrected
- Students will write in all curricular areas

### **ALL STUDENTS WILL HAVE HOMEWORK. THE AMOUNT OF TIME SPENT ON HOMEWORK WILL VARY BY GRADE AS FOLLOWS:**

- Kindergarten 15 minutes a day
- Grade One 20-30 minutes a day
- Grade Two 20-30 minutes a day
- Grade Three 30-40 minutes a day
- Grade Four 40-50 minutes a day
- Grade Five 50-60 minutes a day

## **READING AT HOME**

### **WHEN AND HOW LONG? WHY?**

- Nightly Fosters a love, and passion for reading.
- 30 minutes of reading develop fluent readers
- Establishes the habit of reading

### **WHERE TO GET BOOKS!**

- NYC Public Library on Broadway and Academy Street
- P.S. Five School Library
- Classroom Library

### **HOW?**

- Read with your child in your home language and in English.
- Tell Stories.
- Let your child have undisturbed reading time.
- Let your child see you read for yourself
- Read a variety of materials.

It has been proven that successful readers come from homes where the adults demonstrate their love of books and encourage reading. None of us are too old to enjoy the experience of listening to another individual. Offer your interpretation of a new or well-loved story.

To support this effort, we have instituted the Public School Five Reading Incentive project, **READ! READ! READ!** Please see that your child reads as many books as possible and writes a short report about the book. In this way, we can promote reading and your child can possibly be the child whose picture is placed in the star in our front lobby for reading the most books in one month in his/her class.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Ellen Lurie	DBN: 06M005
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 300
Grades to be served by this program (check all that apply): <input checked="" 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 16 # of certified ESL/Bilingual teachers: 16 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Activity #1 - Additional ELL After-School Support

Dates and Frequency: 16 days. It will start during the first week of December and end the last week of March. 2 days a week, 1.5 hours each session (3 hours a week)

Number facilitators: 16 certified Transitional/Bilingual and/or ESL teachers & 1 supervisor. Number of students: maximum of 15 ELL students per group – Maximum total of 240 students to be served Grades & Levels of Proficiency: ELL's in grades 2-5 from all proficiency (beginners, intermediate & advanced) will participate in this program.

Instructional Program & Rationale: The instructional program will support students in strengthening both Native and English Language skills in Listening, Speaking, Reading and Writing through out all content areas. Students will work in small groups according to academic and language needs. A variety of leveled text across all content areas in both English and Spanish will be used to meet the needs of our ELL students. The Bookroom from Benchmark Education Leveled Text Program will allow the teachers to assess and address literacy needs in both English and Spanish, as well as the Nonfiction Reading and Writing Workshops published by National Geographic. The teacher will use running records to address students' needs. The Bookroom Benchmark Education books are correlated to the TC running records we currently use school wide. Students will benefit from additional English language reinforcement through research-based methodologies that will include but are not limited to hands-on activities, small group activities, and or instructional scaffolds. In addition, we recognize that we are preparing our English Language Learners, for the 21st Century and know that the use of technology will help our students become college and career ready as mandated by the Common Core Learning Standards. Students will use laptops to conduct research as they develop and strengthen their literacy skills.

Activity #2- Integrating the Arts

Dates and Frequency: The program will begin in early February and will end the last week in March.

5 weeks/once per week. 5 classes/per day Duration of each class: 45 minutes

Total Drumming/Rhythm sessions: 25

Number of students in each class: 25 students

Maximum number of students: 125 Kinder students

Instructional Program & Rationale: We recognize that we are preparing our English Language Learners for the 21st Century and know that the arts will help our students become college and career ready as

## Part B: Direct Instruction Supplemental Program Information

mandated by the Common Core Learning Standards. Therefore, students will participate in an arts program where students will be exposed to the rhythms of speech which are essential for ESL mastery. Studies have shown that misuse or lack of English speech rhythm inhibits communication. Rhythm, stress and intonation are all essential elements, without which it is impossible to convey meaning successfully (Graham). Learners who use incorrect rhythm patterns or who do not connect words together can have difficulty understanding. Therefore, it can be speculated that the lack or improper use of rhythm might be one of the reasons which prevents learners from success in communicating. In this program students will learn the appropriate rhythm in speech through the sounds of a drum. Students will have a chance to play the drum and dance to the rhythm as the presenter leads the presentation.

A recent study shows that playing the drums or other percussion instruments actually improves IQ scores of children. According to the study by E. Glenn Shallenberg at the University of Toronto, IQ test scores of six-year-old children significantly improved after receiving drum lessons. Shallenberg recruited a group of 144 six-year-olds and separated them into four groups: those receiving drum lessons, voice lessons, drama lessons, and no lessons. Children receiving the drum lessons showed significant improvement in their IQ tests, gaining an average of seven IQ points. Meanwhile, children receiving voice lessons increased six points, those receiving drama lessons increased five points, and children receiving no lessons improved four points. In his article in *Psychological Science*, Shallenberg concluded that musical training, in particular, was responsible for the extra IQ points.

Mr. Robert Freedman, the founder of Stress Solutions will be conducting all sessions. The following is a brief biography of Mr. Freedman's accomplishments and qualifications.

For the past 22 years, Robert Lawrence Friedman, M.A., author, professional speaker/trainer, corporate coach, and psychotherapist has provided his training programs, workshops and coaching programs to Fortune 100 and 500 corporations, universities, and health care organizations through the United States, Europe and Asia.

His expertise in the areas of stress management, leadership development and teambuilding has led to national and international media attention. He was featured on the year-long Discovery Health Channel documentary, "Class of '75," in which he mentored five individuals, including famed golfer Fred Funk, in order to teach them strategies for managing their stress and creating a positive and sustained lifestyle change. He has offered training programs on stress management, teambuilding and motivation to such corporations as Chase Manhattan Bank.

Mr. Friedman is the developer and Director of the Stress Management Corporate Training certification program for Queens College of CUNY, the first program of its kind in the United State to train adults to be corporate trainers.

Hes the author of the breakthrough book "How to Relax in 60 Seconds or Less," "The Healing Power of the Drum – A Psychotherapist Explores the Healing Power of Rhythm," and "The Healing Power of the Drum - A Journey or Rhythm and Stories" which investigate the use of rhythm as a stress reliever. Healthy Learning, Inc. has produced fifteen of Mr. Friedman's stress management workshops and seminars on DVD.

### Part B: Direct Instruction Supplemental Program Information

Mr. Friedman is a professional member of the National Speaker's Association and the American Counseling Association.

Stress Solutions info@stress-solutions.com

The popular U.S. magazine U.S. News and World Report just published an article based on an interview with Robert L. Friedman on October 29, 2012. Read this article at <http://health.usnews.com/health-news/articles/2012/10/29/forget-yoga-try-one-of-these-quirky-ways-to-de-stress>

### 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: In order to support teachers with their instruction and thus enhancing student learning, the teachers will participate in a well-planned ongoing professional development. All professional development will be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classrooms. The Nonfiction Reading and Writing Workshops from National Geographic will be purchased for grades 2-3 (Springboard Level), Grades 3-4 (Level A) and Grades 4-5 (Level B). Each workshop focuses on a specific reading comprehension strategy (Making Connections, Making Inferences, Asking Questions, Determining Importance and Visualizing) as well as on the writing process and characteristics of one nonfiction writing form. Teachers will receive staff development on research based instructional strategies as well as the writing process and building academic vocabulary. In house professional development will be provided by the cadre of consultants from National Geographic and the Assistant principal in charge. The Staff Development will be held from December to January for a total of 4 sessions. 2 fifty minutes sessions and 2 sixty minutes sessions. All 16 teachers who will be conducting the Title III after school program will participate plus the 4 teachers who will conduct the technology parent program. In addition, all ESL and Bilingual teachers are participating in ongoing staff development, conducted by the Center for Arts Education through out the school year 2012-2013. Teachers are developing a CCLS Literacy unit while integrating the arts. The focus of the Professional Development is to strengthen our existing bilingual and ESL program in order to align instruction in both languages and content to CCLS and the city wide instructional expectations.

### 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

## Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Dates and Frequency: 7 days x 1.5 hours each session.

It will begin the first week of January and end the first week of February.

Total number of parents participating: 20

Total number of students: grades 1 and Kinder, approximately 30 - 40 students

Number facilitators/Number of Participants/Grade Level: Two TBE or ESL teachers will conduct the program for seven 1.5 hour sessions with two groups of 10 parents(with children Pre-K-5). In addition there will be 2 TBE or ESL teachers that will conduct the program for seven 1.5 hour sessions with the children (approximately 15-20 children) of those parents participating in the program. All ELL students will receive an invitation to give to their parents, providing all information necessary for participation on a first come first served basis. Announcements of the program will be made during PTA meetings. Parental activity will be advertised in parents' preferred languages .

### Instructional Program & Rationale

Technology has become an integral part of our lives. Being able to use a computer and navigate the internet is an important skill that both parents and children must acquire in order to compete in this global society. This program has been designed to provide parents with the opportunity to become comfortable and skillfull when using the computer. Even though most schools have computers there is data that suggests that families in poor neighborhoods do not have this technology available to them. "Some evidence suggests that a "closer look" at the data for both home and school environments indicate more advantaged children are much more likely than less advantaged children to be provided opportunities to learn to use computers effectively as tools in their lives and experience enriched learning in the classroom" (Shields & Behrman, 2000, p. 14). As cited by, Nelson, C., Duvergé, H. A., Gary, B. M., & Price, G. J. (2003). Using computers in family literacy programs. Louisville, KY: National Center for Family Literacy. In addition, just as parents develop a close bond with their children, as they read a book or play a board game, now they will have another tool at ther disposal, the computer. We must ensure that our families have access to all the tools needed to help our children succeed in the 21st century and become college and career ready as mandated by the Common Core Learning Standards. Technology, the great world wide web, will open informational doors never imagined!

Some of the topics that will be covered are:

Basic computer skills. Intoduction to the Internet. Web browser. How to conduct a search. Process of acquiring free e-mail account. Explore parental and children's sites such as: Colorincolorado.org, Readingrockets.org, Discovery.com, pbskids.org, brainpop. Learn to navigate the NYC Board of

## Part D: Parental Engagement Activities

Education web site and access sites such as ARIS and obtain various information.

### Parent Activity #2

Number of sessions: 8 sessions/once a week

The program will begin mid March and will end mid May.

Length of sessions: 2hrs each

# of participants: 20 families (including parents and children) with a total of 60 people

Parents and Children Together in Art (PACT) is an eight week, theme-based art experience for families conducted by Free Arts NYC (see [freeartsnyc.org](http://freeartsnyc.org)). 20 families will be able to participate with a total of approximately 60 people (parents and their children). A Teacher and/or Parent Coordinator will supervise the program. Working as a design team, families use art as a vehicle to enhance their communication and problem-solving skills. PACT activities are designed to increase parental involvement and graduate in complexity to encourage positive forms of family communication and sustained teamwork. With a 1:2 volunteer to family ratio, program facilitators and trained volunteers implement a creative arts curriculum that requires them to develop ideas and work collaboratively. Each session begins with exposure to an artwork made by a professional artist that serves as an inspirational image, followed by an art experience, and concludes with a sharing circle.

Parents will be recruited through the school PTA, involvement with CAS Afterschool program, and through teacher referral. Teachers will be asked to nominate families who would be good candidates for the program and who are not already involved with school activities. There will be an equal numbers of families who are already involved in PTA and CAS programs and parents who are not involved in either. Parental activity will be advertised in parents' preferred languages.

In an effort to avoid parental work conflicts, the program will be held from 5 p.m. to 7 p.m. Dinner will be provided so that parents can focus on the activity without worrying about meal preparation. Art instruction will be conducted by a bilingual (Spanish) facilitator, so that our Spanish-speaking parents will have full access to the program.

**Part D: Parental Engagement Activities**

Large empty area for reporting Parental Engagement Activities.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 06M005      **School Name:** Ellen Lurie School

**Cluster:** 2      **Network:** 209

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

**Part A: Needs Assessment Findings**

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

Since PS5 has a large ELL population and most of the children are represented by Hispanic population we take pride in providing our families with information and communication sent home in both English and Spanish. Additionally, we have children whose families are provided with information in Arabic. Arrangements are also made for translators to provide translation services to parents during evaluations and /or meetings. Visitors to the school are welcomed by two Bilingual School Safety Officers. The Main Office is staffed with one Bilingual and one monolingual staff member enabling them to meet the needs/requests of our families in person or via telephone. The Parent Coordinator is also bilingual and assists in breaking any language barriers. PTA President welcomes our families many mornings and encourages them to visit the Family Room-room 110. Many classes/workshops are offered to our families in both English and Spanish. Communications sent home are automatically sent in both English and Spanish to all of our families. The Home Language Survey data is also used to assess the school's translation and interpretation needs. Accommodations are made for families of other languages spoken through the Translation and Interpretation Unit for oral and written translations. Staff also attempts to communicate with families that speak other languages. Many families appreciate the attempts personnel makes in order to communicate with the families. Translator is paid to translate at every monthly PTA meeting. During Parent Teacher Conferences arrangements are made for personnel to translate.

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

Many of our staff readily avails themselves to translate relevant information to our families. This affords us the opportunity to communicate clearly with our families. additionally, through the use of translation funding, monies are used to pay an interpreter to translate for parents at the monthly PTA meetings, Parent Teacher Conferences and any translation necessary and allowed for testing purposes.

## Part B: Strategies and Activities

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

Where applicable, per session monies will be used for teachers who must apply to translate documents that are necessary for parents/families to attain in their native language. Spanish translations will be done at the school level. Any other information that needs to be translated in other languages will be provided and paid for through the Translation and Interpretation Unit as well as use an NYCDOE translated documents.

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

Fortunately, many of our staff are fluent in Spanish and are readily available to translate. During parent teacher conferences, school aides and paraprofessionals are available to provide translation services to monolingual teachers. This enables smooth transitions throughout the conference. We have in the past used phone translation in order to communicate clearly with families and students (Arabic, French, Bengali, etc.)

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

All school communication is automatically sent to the families in both English and Spanish. Translations are done by teachers and administration fluent in Spanish reading and writing. Where applicable, per session activity is posted and teachers apply for the translation position. Documents are then translated as either a group or individually. Translations are submitted type written in both English and Spanish.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Ellen Lurie	DBN: 06M005
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 300
Grades to be served by this program (check all that apply):
<input checked="" 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 16
# of certified ESL/Bilingual teachers: 16
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Activity #1 - Additional ELL After-School Support

Dates and Frequency: 16 days. It will start during the first week of December and end the last week of March. 2 days a week, 1.5 hours each session (3 hours a week)

Number facilitators: 16 certified Transitional/Bilingual and/or ESL teachers & 1 supervisor. Number of students: maximum of 15 ELL students per group – Maximum total of 240 students to be served Grades & Levels of Proficiency: ELL's in grades 2-5 from all proficiency (beginners, intermediate & advanced) will participate in this program.

Instructional Program & Rationale: The instructional program will support students in strengthening both Native and English Language skills in Listening, Speaking, Reading and Writing through out all content areas. Students will work in small groups according to academic and language needs. A variety of leveled text across all content areas in both English and Spanish will be used to meet the needs of our ELL students. The Bookroom from Benchmark Education Leveled Text Program will allow the teachers to assess and address literacy needs in both English and Spanish, as well as the Nonfiction Reading and Writing Workshops published by National Geographic. The teacher will use running records to address students' needs. The Bookroom Benchmark Education books are correlated to the TC running records we currently use school wide. Students will benefit from additional English language reinforcement through research-based methodologies that will include but are not limited to hands-on activities, small group activities, and or instructional scaffolds. In addition, we recognize that we are preparing our English Language Learners, for the 21st Century and know that the use of technology will help our students become college and career ready as mandated by the Common Core Learning Standards. Students will use laptops to conduct research as they develop and strengthen their literacy skills.

Activity #2- Integrating the Arts

Dates and Frequency: The program will begin in early February and will end the last week in March.

5 weeks/once per week. 5 classes/per day Duration of each class: 45 minutes

Total Drumming/Rhythm sessions: 25

Number of students in each class: 25 students

Maximum number of students: 125 Kinder students

Instructional Program & Rationale: We recognize that we are preparing our English Language Learners for the 21st Century and know that the arts will help our students become college and career ready as

## Part B: Direct Instruction Supplemental Program Information

mandated by the Common Core Learning Standards. Therefore, students will participate in an arts program where students will be exposed to the rhythms of speech which are essential for ESL mastery. Studies have shown that misuse or lack of English speech rhythm inhibits communication. Rhythm, stress and intonation are all essential elements, without which it is impossible to convey meaning successfully (Graham). Learners who use incorrect rhythm patterns or who do not connect words together can have difficulty understanding. Therefore, it can be speculated that the lack or improper use of rhythm might be one of the reasons which prevents learners from success in communicating. In this program students will learn the appropriate rhythm in speech through the sounds of a drum. Students will have a chance to play the drum and dance to the rhythm as the presenter leads the presentation.

A recent study shows that playing the drums or other percussion instruments actually improves IQ scores of children. According to the study by E. Glenn Shallenberg at the University of Toronto, IQ test scores of six-year-old children significantly improved after receiving drum lessons. Shallenberg recruited a group of 144 six-year-olds and separated them into four groups: those receiving drum lessons, voice lessons, drama lessons, and no lessons. Children receiving the drum lessons showed significant improvement in their IQ tests, gaining an average of seven IQ points. Meanwhile, children receiving voice lessons increased six points, those receiving drama lessons increased five points, and children receiving no lessons improved four points. In his article in *Psychological Science*, Shallenberg concluded that musical training, in particular, was responsible for the extra IQ points.

Mr. Robert Freedman, the founder of Stress Solutions will be conducting all sessions. The following is a brief biography of Mr. Freedman's accomplishments and qualifications.

For the past 22 years, Robert Lawrence Friedman, M.A., author, professional speaker/trainer, corporate coach, and psychotherapist has provided his training programs, workshops and coaching programs to Fortune 100 and 500 corporations, universities, and health care organizations through the United States, Europe and Asia.

His expertise in the areas of stress management, leadership development and teambuilding has led to national and international media attention. He was featured on the year-long Discovery Health Channel documentary, "Class of '75," in which he mentored five individuals, including famed golfer Fred Funk, in order to teach them strategies for managing their stress and creating a positive and sustained lifestyle change. He has offered training programs on stress management, teambuilding and motivation to such corporations as Chase Manhattan Bank.

Mr. Friedman is the developer and Director of the Stress Management Corporate Training certification program for Queens College of CUNY, the first program of its kind in the United State to train adults to be corporate trainers.

Hes the author of the breakthrough book "How to Relax in 60 Seconds or Less," "The Healing Power of the Drum – A Psychotherapist Explores the Healing Power of Rhythm," and "The Healing Power of the Drum - A Journey or Rhythm and Stories" which investigate the use of rhythm as a stress reliever. Healthy Learning, Inc. has produced fifteen of Mr. Friedman's stress management workshops and seminars on DVD.



## Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Dates and Frequency: 7 days x 1.5 hours each session.

It will begin the first week of January and end the first week of February.

Total number of parents participating: 20

Total number of students: grades 1 and Kinder, approximately 30 - 40 students

Number facilitators/Number of Participants/Grade Level: Two TBE or ESL teachers will conduct the program for seven 1.5 hour sessions with two groups of 10 parents(with children Pre-K-5). In addition there will be 2 TBE or ESL teachers that will conduct the program for seven 1.5 hour sessions with the children (approximately 15-20 children) of those parents participating in the program. All ELL students will receive an invitation to give to their parents, providing all information necessary for participation on a first come first served basis. Announcements of the program will be made during PTA meetings. Parental activity will be advertised in parents' preferred languages .

### Instructional Program & Rationale

Technology has become an integral part of our lives. Being able to use a computer and navigate the internet is an important skill that both parents and children must acquire in order to compete in this global society. This program has been designed to provide parents with the opportunity to become comfortable and skillfull when using the computer. Even though most schools have computers there is data that suggests that families in poor neighborhoods do not have this technology available to them. "Some evidence suggests that a "closer look" at the data for both home and school environments indicate more advantaged children are much more likely than less advantaged children to be provided opportunities to learn to use computers effectively as tools in their lives and experience enriched learning in the classroom" (Shields & Behrman, 2000, p. 14). As cited by, Nelson, C., Duvergé, H. A., Gary, B. M., & Price, G. J. (2003). Using computers in family literacy programs. Louisville, KY: National Center for Family Literacy. In addition, just as parents develop a close bond with their children, as they read a book or play a board game, now they will have another tool at ther disposal, the computer. We must ensure that our families have access to all the tools needed to help our children succeed in the 21st century and become college and career ready as mandated by the Common Core Learning Standards. Technology, the great world wide web, will open informational doors never imagined!

Some of the topics that will be covered are:

Basic computer skills. Intoduction to the Internet. Web browser. How to conduct a search. Process of acquiring free e-mail account. Explore parental and children's sites such as: Colorincolorado.org, Readingrockets.org, Discovery.com, pbskids.org, brainpop. Learn to navigate the NYC Board of

## Part D: Parental Engagement Activities

Education web site and access sites such as ARIS and obtain various information.

### Parent Activity #2

Number of sessions: 8 sessions/once a week

The program will begin mid March and will end mid May.

Length of sessions: 2hrs each

# of participants: 20 families (including parents and children) with a total of 60 people

Parents and Children Together in Art (PACT) is an eight week, theme-based art experience for families conducted by Free Arts NYC (see [freeartsnyc.org](http://freeartsnyc.org)). 20 families will be able to participate with a total of approximately 60 people (parents and their children). A Teacher and/or Parent Coordinator will supervise the program. Working as a design team, families use art as a vehicle to enhance their communication and problem-solving skills. PACT activities are designed to increase parental involvement and graduate in complexity to encourage positive forms of family communication and sustained teamwork. With a 1:2 volunteer to family ratio, program facilitators and trained volunteers implement a creative arts curriculum that requires them to develop ideas and work collaboratively. Each session begins with exposure to an artwork made by a professional artist that serves as an inspirational image, followed by an art experience, and concludes with a sharing circle.

Parents will be recruited through the school PTA, involvement with CAS Afterschool program, and through teacher referral. Teachers will be asked to nominate families who would be good candidates for the program and who are not already involved with school activities. There will be an equal numbers of families who are already involved in PTA and CAS programs and parents who are not involved in either. Parental activity will be advertised in parents' preferred languages.

In an effort to avoid parental work conflicts, the program will be held from 5 p.m. to 7 p.m. Dinner will be provided so that parents can focus on the activity without worrying about meal preparation. Art instruction will be conducted by a bilingual (Spanish) facilitator, so that our Spanish-speaking parents will have full access to the program.

**Part D: Parental Engagement Activities**

Large empty area for reporting Parental Engagement Activities.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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