



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: Ellen Lurie School

DBN (i.e. 01M001): 06M005

Principal: Wanda Soto

Principal Email: WSOTO2@SCHOOLS.NYC.GOV

Superintendent: Elsa Nunez

Network Leader: Marlene Wilks

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

Name	Position and Constituent Group Represented	Signature
Wanda Soto	*Principal or Designee	
Lee Nelson	*UFT Chapter Leader or Designee	
Milka DeJesus	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Keely Blumentritt	Member/ UFT: Grades 4 & 5	
Santa Coker	Member/ UFT: Grades 2 & 3	
Alice Falkenstein	Member/ UFT: Grades K & 1	
Rosa Clemente	Member/ Parents	
Miriam Leiva	Member/ Parents	
Angelyn Mejia	Member/ Parents	
Victoria Rosa	Member/ Parents: Title I Representative	
	Member/	

**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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 06M005

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	674	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.1%	% Attendance Rate		93.7%	
% Free Lunch	99.9%	% Reduced Lunch		0.0%	
% Limited English Proficient	46.5%	% Students with Disabilities		14.3%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.1%	% Black or African American		6.9%	
% Hispanic or Latino	92.1%	% Asian or Native Hawaiian/Pacific Islander		0.5%	
% White	0.1%	% Multi-Racial		0.1%	
Personnel (2012-13)					
Years Principal Assigned to School	12.18	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		N/A	
% Teaching with Fewer Than 3 Years of Experience	2.0%	Average Teacher Absences		8.4	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.4%	Mathematics Performance at levels 3 & 4		16.4%	
Science Performance at levels 3 & 4 (4th Grade)	68.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

As reported in the 2012-2013 Quality Review the does well in the following:

*** Across classroom teachers implement rigorous tasks in order to improve academic outcomes for all students.(1.1)**

~This is evidenced by the interdisciplinary units that include the integration of art, to support students in developing reading and writing strategies has developed. Some culminating tasks require students to cite evidence from texts read and prove theories regarding the chosen artist. Across grades, teachers implement common teaching points from the units that focus on non-fiction reading and writing to convey an opinion or to persuade.

~Teachers develop tasks using Hess' Cognitive Rigor Matrix to focus on having students analyze and evaluate information extracted from multiple sources such as videos, articles, and texts read, to engage students in rigorous tasks.

~In math, teachers substituted units from Math in Focus program to provide students with greater practice in activities that require verbal and written articulation of process used to solve problems, and apply concepts learned to real world situations As a result, students explore topics deeply, provide details from texts read, use specific vocabulary, and make real world connections as evidenced student work.

-Students engaged in activities that require modeling and application to demonstrate understanding of key concepts such as using knowledge of area and perimeter to find multiple ways of arranging kitchen appliances or knowledge of capacity to adjust amount of liquid needed for recipes

~Students were consistently asked to identify strategies used for solving math problems and explain their rationale for choosing the strategy, thus demonstrating comprehension.

Coherent teaching practices across classrooms provide students with scaffolds that support and challenge all students. (1.2)

~The school focused on Danielson's competencies related to designing coherent instruction, and questioning techniques, in order to improve the consistency of effective teaching practices across classrooms. The school's development of a coherent vision of good instruction consists of clearly articulated teaching points and explicit modeling of strategies by the teacher, followed by small group or individual activities to allow for the gradual release of responsibility of learning to students. Across classrooms, teaching points tell students explicitly what they are to learn and what strategies they will need to apply, group activities are developed to allow collaborative completion of tasks, and students are consistently asked to explain answers.

~Teacher teams purposefully plan strategies to address the needs of subgroups of students, including English language learners and students with disabilities. Observations indicate that student work is used to develop differentiated tasks for groups of students and to strategically group students so that they can support each other and receive targeted instruction. Across classrooms, teachers generally asked open-ended questions and encourage students to question each other in order to promote critical thinking of content being learned. Teachers also provide students with graphic organizers, word charts, and visuals, to support students during independent work.

The school has established a safe, nurturing environment that promotes the academic and social development of students and adults. (1.4)

~The school's long standing relationship with the Children's Aid Society helps support our mission of being a "full

service” community school via a strong collaboration that provides health, dental, and psychological support for at-risk students who require on-going services.

~The school employs two guidance counselors who provides mandated and at risk counseling services to promote the emotional well-being of students. Guidance counselor and social worker have developed units related to topics such as diversity, caring, and friendship to promote positive character development. Students who need additional attention are supported by the school’s intervention team working with teachers to develop plans to address specific needs of students and by pushing in during instructional time to provide targeted assistance.

~To promote parent engagement, the school sends home monthly calendars and quarterly newsletters announcing events and providing information regarding key dates. Parent workshops are scheduled on a weekly basis to provide information regarding the increased rigor of the instructional program so that parents can support the school’s efforts in preparing students for the demands of the CCLS.

~Parents are offered parent education courses that allow them to support their children at home. In collaboration with CAS, parents are engaged in discussions on college and career readiness so that they are enlisted in motivating their children to think about the road to higher education.

A variety of assessments is used by administrators and teachers to measure student learning and adjust curricular decisions. (2.2)

~ Teacher teams have developed grade level common rubrics to analyze student work in order to assess progress and make curricular adjustments. Teachers use conference notes, running records, and interim assessments, to inform instructional decisions. Teachers use student work resulting from tasks, exit slips, and comments written on post-its, to assess understanding of daily teaching points and to plan for targeted instruction of students.

~Across classrooms, student work displayed is graded and feedback provided using rubrics aligned to units of study related to key standards such as persuasive or opinion writing.

~Teachers begin units of study with a pre-test to assess the knowledge of relevant content, make adjustments to instructional plans, develop interim tasks, and to provide targeted instruction to prepare students for culminating tasks.

~The school is also using the STAR assessment system, which provides the school and parents with detailed reports on the progress of individual students and to monitor student growth towards grade level skills. As a result, teachers are able to adjust instructional plans based on the needs of students.”

Describe the areas for improvement in your school’s 12-13 SCEP.

As reported in the 2012-2013 Quality Review the school needs to improve in the following:

*** Enhance structures that support teacher teams in the collaborative review of student work so that all tasks and curricular units are fully aligned to the CCLS in order to improve student outcomes. (4.2)**

~Although teachers meet weekly, develop units of study, and engage in analysis of student work to gauge progress towards unit goals the lack of consistent use of a common rubric to analyze student work and plan instructional tasks results in creating interim tasks and presenting lessons that are not always fully aligned to the unit plans and the identified CCLS.

*** The school is to further develop structures to enable the school to effectively evaluate school level decisions and make revisions that support school improvement efforts. (5.1)**

~A cycle of using data (Data-Move-Impact) to take action and assessing impact is continuous throughout the school year, so that plans to address the specific needs of students are developed.

~Data is used to inform and revise organizational policies that impact student outcomes. Various sources of data are used to adjust instructional and curricular decisions but data analysis is not sufficiently granular to allow the school to fully surface the gaps in school-wide instructional practices across all content areas in order to make timely adjustments needed to further elevate student achievement.

Describe the barriers and challenges encountered while developing and implementing your school’s 12-13 SCEP.

1. There is a need to address student needs in multiple venues and lack of funding impacts on providing additional services to children.

2. Students leaving the school and returning back to the school impacts on students receiving continuity of instruction that impacts assessment results.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

1. Although all goals were implemented, the Units of study aligned to CCLS did not reveal its translation into the NYS ELA and Math scores. However our progress data indicates that our students' growth percentiles have significantly improved. However, we continue to focus on moving more students towards proficiency.

Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes		No
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If all the goals were not accomplished, provide an explanation.

Despite an intense focus on the social and emotional health of our students and families, we were able to meet our goal of reducing principal and superintendent suspension but we were not able to reduce the number of incidents reported in OORS. We attributed this increase to a range of factors, which include having a larger percentage of students with diagnosed special needs, and increased class sizes. As a result, we have reestablished a goal this year to continue our attention in this area.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

1. Register loss has placed us in a high financial deficit impeding us from having additional support for children in need of academic intervention. Register loss of over 120 students contributes to a financial deficit this year.
2. All staff is learning how to use a new Literacy and Math curricular resources
3. All curriculum materials were and have not been delivered to school by the first day of school.
4. Training was provided to limited personnel over the summer without access of manipulating materials.
5. Training that was provided was not of high quality and mixed messages were delivered to teachers.
6. Unexpected health leaves of several staff members places additional strain on human resources.
7. Increased demand on administrators' time to record observation results and feedback in the ADVANCE system.

List the 13-14 student academic achievement targets for the identified sub-groups.

We anticipate the following sub-groups to show growth as reflected in their module assessments for literacy (ReadyGen) and Unit tests in GoMath.

1. Students in the lowest third, Level 1 and Level 2 students will demonstrate improved performance on assessed standards across the school year as evidence by their performance on curricular embedded assessment tasks.
2. By the end of the 2013-2014 school year, school based assessments will indicate a 5% growth by English Language Learners across all grades in their benchmark STAR/RL assessment reading levels.

Describe how the school leader(s) will communicate with school staff and the community.

School Leaders will communicate with staff in a variety of ways designed to ensure a shared responsibility for student progress:

1. Clear vision, mission and instructional focus articulated to staff to launch the year and constantly revisited at team meetings.
2. Weekly Grade Meetings around curriculum planning and analysis of student work
3. Monthly Faculty Conferences
4. Individual Teacher conferences to provide frequent feedback
5. Monthly school calendar created for staff and parents
6. Bi Monthly Newsletter for staff
7. Family Progress Reports
8. Principal Report – PTA meeting
9. SLT Meetings
10. Open Door Principal Policy
11. Children's Aid Society Family /School Collaboration
12. Kellogg Grant and LINCOLN Center collaboration providing support systems for students
13. Parent Teacher Conferences
14. Open School Week
15. Parent Annual Fair
16. Bi-Monthly parent workshops
17. Parent Coordinator
18. "Messenger" phone system communicating with families

Describe your theory of action at the core of your school's SCEP.

The Instructional Team reviewed the school's instructional program, teacher input, data analysis and disaggregated the information to conclude that PS5 would continue to focus on Literacy with integration of writing throughout all content areas. We realized during the Literacy block teachers include vocabulary development, reading fluency, and comprehension for all of our learners. The team recognizes research that indicates children need a solid foundation in their native language to be able to learn a second language in the case of our Bilingual children. In light of this, we reviewed the available resources to support vocabulary development in the native language. We also recognized that there are budgetary constraints in light of hard times making it difficult to provide all the additional support necessary for our children to meet success.

Review of disaggregated data of students by subgroups, revealed that all students had not met AYP for ELA. ELLs and students with disabilities need additional support in order to attain gains that are similar to the general population. It was also noted that Former ELLs perform at a higher level proving that scaffolding instruction to our students has worked in having them meet AYP. Student progress is monitored as it relates to the NYS accountability status.

Data is collected using a variety of formative and summative assessments and is used to drive instruction in the classroom. Teachers meet regularly with by grade, with coaches, data coordinator, assistant principals and/or principal to analyze the assessment data and to plan how to regroup students, address strategies and discuss the students in need of additional intervention and differentiation in both Literacy and Mathematics. Our Progress Report shows that students who are in the lowest third and students in ICT classes made the most gains. Given the proper resources all children have the capacity to succeed academically.

Parents are an integral part of our learning community. Therefore, it is of the utmost importance to engage parents as partners in education. Having families engaged and informed in curriculum, standards and steps to help their children succeed is essential in the development of each child.

Progress Report data shows students in ELA an increase in the Median adjusted growth percentile from 49.5 to 66.0 and in Math from 49.0 to 62.0. Students in the lowest third showed the most gains from 71.0 to 81.5 in ELA and from 56.0 to 75.0 in Math. This was a significant improvement as we had focused on providing services to our lowest third population and it was evidenced by the gains made that intervention services made an impact on this population. The total number of points earned in student progress moved from 17.94 to 26.65. In terms of closing the achievement gap the percent of students at 75th growth percentile or higher in ELA amongst the ELL students moved from 30.6% to 44.7% and 28.0% to 33.1% in Math. Our lowest third in ELA moved from 35.2% to 52.1% and in math moved from 26.0% to 46.4%. Our students in self-contained/ICT/SETSS moved from 56.5% to 64.9% in ELA and in Math moved from 17.4% to 75.7%. This shows significant growth within our largest student population. Although our children have shown growth it is still well below level as reflected in the average student proficiency levels. We are committed to address all of our students' needs in order for them to continue making gains and increase their proficiency levels.

A case can be made that requiring attendance can be a successful means of improving the value added of any course. However, we find that many of our families are unable to remain in the school, borough and state due to financial constraints. This results in our families moving back and forth during multiple times of the year. This inconsistency impacts on student learning and the continuity of instruction. We realized that many of our students have difficulty coming to school whether on time or coming to school on a daily basis. Research has indicated that attendance impacts on student achievement. According to Richard C. Schiming the following is true:

1. Research indicates that attendance is statistically significant in explaining class grade and overall performance of students.
2. Students who miss class frequently significantly increase their odds of a poor grade in a given course.
3. At a minimum, the research supports the idea that faculty should strongly encourage attendance with both moral suasion and quality teaching.
4. Certain course practices can be used to encourage attendance. Testing extensively from material presented in class rather than material from the text can encourage better attendance. The use of in-class quizzes and other exercises will reward attendance.
5. Encouraging a greater commitment to the course by requiring more homework and reading will make students more likely to attend the class.

Describe the strategy for executing your theory of action in your school's SCEP.

All constituents working collaboratively to ensure student success through the following:

1. A clear vision, mission, instructional goal and expectations are articulated to all.
2. Assistant Principals are able to articulate to teachers of their grade the goals.
3. Frequent mini-observations with feedback.
4. Cabinet Meetings with school leaders.
5. Instructional meeting provides clarity and possible next steps.
6. Literacy and Math Coaches providing teachers with instructional supports based on observed needs.
7. Generation Ready Consultant works with teachers in order to focus on pedagogy.
8. SLT reviews, analyzes and shares progress, addresses concerns and makes necessary adjustments as the CEP is a living document and is continuously evolving.
9. Staff is asked at different intervals what is working and what needs to be reassessed.

List the key elements and other unique characteristics of your school's SCEP.

1. Children's Aid Society, CAS (CBO)
2. Health Clinic staffed with a Nurse Practitioner and Dental services.
3. As a Focus school, additional funding is available for intervention and enrichment resources
4. Free Arts program on a weekly basis provides children and their families to participate in art activities using a variety of art media.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

1. Every classroom has the vision, mission, school instructional focus and goals for the year posted reminding them we are all accountable.
2. SLT meets to discuss what is taking place, what is working and what needs to be addressed.
3. Weekly Instructional meetings take place to discuss pedagogy, curriculum, assessments and instruction.
4. Teacher team structure has been strengthened to include robust systems for looking at student work and making appropriate adjustments to instruction.
4. School Leaders meet during Cabinet meeting to raise any concerns or identify successes.
5. School Leaders meet with Coaches and Consultant to discuss next steps.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Enhance structures that support teacher teams in the collaborative review of student work so that all tasks and curricular units are fully aligned to the CCLS in order to improve student outcomes.

Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	E
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	x	2.3 Systems and structures for school development
2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014 teacher teams will have established and implemented effective systems or engaging in instructional cycles which will include unpacking literacy unit standards and tasks prior to unit, collaborative lesson planning, analysis of common unit assessments to identify student strengths and needs in order to make specific instructional adjustments.

Instructional Strategies/Activities

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

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

1. Organize and norm teacher team process for planning and looking at student work:

- a. Teachers will work together on their grades supported by a member of the instructional team when planning Literacy units. This will include a detailed unpacking of the standards to identify specifically what students need to know and do by the end of the unit taught.
Planned units will be :
~Well-aligned to selected standards as indicated by CCLS
~Embed the skills and concepts outlined in the relevant common core instructional shifts with particular emphasis on Text Based Answers- rich and rigorous conversation around common text.
~Assess student learning with rigorous performance tasks that are developed or adapted using Webb's Depth of Knowledge.

1. Organize internal and external professional development supports to support teacher teams:

- a. Literacy Coach and support personnel will work with teachers to implement best practices to support diverse learners.
- b. Generation Ready Consultant to work with teachers in developing best practices that support the CCLS literacy units, adjusting cognitively demanding tasks enabling ELL students to have varying entry points in order to be successful.
- c. Bi-monthly teacher team meetings around analyzing student work (mid and end unit) tasks in order to identify strengths/needs and next steps.
- d. Instructional Team Meeting/ Data Meetings will occur monthly to analyze the results of unit assessments in order to make appropriate adjustments
- e. Use of the 50-minute professional development time to work on strategic instructional modifications of lessons and/or units.
- f. 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.
- g. Lead teachers will attend Network professional development sessions

- h. Grade Lead teachers will turn key professional development to grade teachers in math units aligned to the CCLS and instructional shifts.
 - i. Special Education Network support personnel working with Special Education staff in the development of tasks that are developmentally appropriate that have multiple entry points.
- 2. Administrative monitoring of unit level data by grade in order to make adjustments:**
- j. Establish system for monitoring the student progress in each unit of study to make purposeful adjustments to teaching, professional learning and staff assignments.
 - k. Ensure that grades have effective tracking systems to identify skills and concepts being mastered by students within each standards based unit
 - l. Meet monthly to analyze this data in order to make purposeful administrative adjustments

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

- 1. Administration, Literacy Coach, Consultants ,Network Support and Teachers

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

Beginning of Year : By November, baseline data will be analyzed to determine focus groups for additional instructional supports

By January all grade level teacher teams would have engaged in at least two cycles of inquiry by planning, implementing and analyzing student work. Each team would identify strengths and areas of need relative to the assessed standards

Monthly: For each unit, pre and post assessments, Chapter tests, NYC Performance assessments, unit tests will be used to evaluate student progress at the class and grade level. This data will be aggregated at the administrative level to assist school in making specific adjustments to professional development, student groupings for intervention and teacher assignments.

Extended Learning time instruction will be provided based on analyzed data to ensure that students in grades 3-5 receive additional instructional support through Saturday School

Quarterly: Analysis of CCLS aligned benchmark assessment data will support administration in determining how to make adjustments to school-wide

End of Year: Collaborative assessment of data and grade level June planning to finalize adjustments made to units and prepares adjusted units for upcoming year.

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

Beginning of Year : By November, baseline data will be analyzed to determine focus groups for additional instructional supports

By end of January: all grade level teacher teams would have engaged in at least two cycles of inquiry by planning, implementing and analyzing student work. Each team would identify strengths and areas of need relative to the assessed standards. This data will be aggregated by grade and school level to surface school wide trends.

Ongoing Monthly: For each unit, pre and post assessments, Chapter tests, NYC Performance assessments, unit tests will be used to evaluate student progress at the class and grade level. This data will be aggregated at the administrative level to assist school in making specific adjustments to professional development , student groupings for intervention and teacher assignments.

Quarterly: Analysis of CCLS aligned benchmark assessment data will support administration in determining how to make adjustments to school -wide

End of Year: Collaborative assessment of data and grade level June planning to finalize adjustments made to units and prepares adjusted units for upcoming year.

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

- 1. ReadyGen Core Curriculum

2. Creative Scheduling of Preparation Periods to facilitate professional learning
3. Generation Ready Consultant

Budget and Resource Alignment

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

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

X FSF X Focus Money

* **Extended Learning Time Program:** Achievers Educational Services (AES) will provide services in Literacy and Math for 160 students in grades 3- 5 who are in the lowest third, Level 1 and 2 students. This will occur for 15 weeks for three hours on Saturdays.

* **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.

* **Lead Teachers:** each grade has a Lead teacher who attends meetings focused on 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.

* **Generation Ready consultant** works with selected teachers by grade. The Generation consultant address strategies that impact on effective classrooms that address improvement of instruction throughout the year in order to increase student learning outcomes by: (see Galaxy)

- 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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Enhance structures that support teacher teams in the collaborative review of student work so that all tasks and curricular units are fully aligned to the CCLS in order to improve student outcomes.

Review Type:	QR	Year:	2012-13	Page Number:	Page 5	HEDI Rating:	P
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014 teacher teams will have established and implemented effective systems or engaging in instructional cycles which will include unpacking math unit standards and tasks prior to unit, collaborative lesson planning, analysis of common unit assessments to identify student strengths and needs in order to make specific instructional adjustments.

Instructional Strategies/Activities

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

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

- 1. Organize and norm teacher team process for planning and looking at student work:**
 - a. Teachers teams, supported by a member of the instructional team will engage in unit by unit planning using a UbD model. This will include a detailed unpacking of the standards to identify specifically what students need to know and do by the end of the unit taught.
Planned units will be :
 - ~ Well-aligned to selected standards as indicated by CCLS
 - ~ Embed the skills and concepts outlined in the relevant common core instructional shifts and the standards of math practice (Particular emphasis on persevering when solving problems, modeling with mathematics)
 - ~ Assess student learning with rigorous performance tasks that are developed or adapted using Webb’s Depth of Knowledge.
- 2. Organize internal and external professional development supports to support teacher teams and students in need of intervention:**
 - b. Math Coach and support personnel will work with teachers to implement best practices to support diverse learners.
 - c. Generation Ready Consultant to work with teachers in developing best practices that support students problem solving in mathematics while leveraging the math standards of practice of Persevering in problem solving and modeling with mathematics.
 - d. Bi-weekly teacher team meetings around analyzing student work (mid and end unit) tasks in order to identify strengths/needs and next steps.
 - e. Instructional Team Meeting/ Data Meetings will occur monthly to analyze the results of unit assessments in order to make appropriate adjustments
 - f. Use of the 50-minute professional development time to work on strategic instructional modifications of lessons and/or units.
 - g. 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.
 - h. Lead teachers will attend Network professional development sessions
 - i. Grade Lead teachers will turn key professional development to grade teachers in math units aligned to the CCLS and instructional shifts.
 - j. Special Education Network support personnel working with Special Education staff in the development of tasks that are developmentally appropriate that have multiple entry points.
 - k. Provide AIS to students in the lowest third, level 1 and level 2.
- 3. Administrative monitoring of unit level data by grade in order to make adjustments:**
 - m. Establish system for monitoring the student progress in each unit of study to make purposeful adjustments to teaching, professional learning and staff assignments.
 - n. Ensure that grades have effective tracking systems to identify skills and concepts being mastered by students within each standards based unit
 - o. Meet monthly to analyze this data in order to make purposeful administrative adjustments

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

Math Coach, Generation Ready Consultant, GoMath workshops by company, Network personnel support, Lead Teachers, School Leaders, common planning time, 50-

minute professional development

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

Beginning of Year : By November, baseline data will be analyzed to determine focus groups for additional instructional supports

Monthly: For each unit, pre and post assessments, Chapter tests, NYC Performance assessments, unit tests will be used to evaluate student progress at the class and grade level. This data will be aggregated at the administrative level to assist school in making specific adjustments to professional development, student groupings for intervention and teacher assignments.

Quarterly: Analysis of CCLS aligned benchmark assessment data will support administration in determining how to make adjustments to school –wide

End of Year: Collaborative assessment of data and grade level June planning to finalize adjustments made to units and prepare adjusted units for upcoming year.

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

Prior to launch of school:

Math Calendar is provided to teachers in order for them to pace themselves and cover the content. Some flexibility is provided for Bilingual classes and special education classes.

September- November :

Administer baseline assessments and analyze student data to inform instructional grouping and need for intervention services.

October through June – Teacher teams will engage in frequent planning (weekly) and/ 50-minute extended day professional development time. Common planning time and Professional Learning time will be scheduled to ensure a cycle of inquiry in each unit of study driven by the student work products.

Implementation dates will vary by grade.

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

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

1. Since we have adopted a new curriculum, all school personnel are learners. Having said this, teachers will learn to use the resources/materials in order to meet all student needs. Math Coach, Grade Lead teachers, Network support personnel, School Leaders

2. Teachers, School Leaders, Guidance Counselor, Social Workers

3. Classroom teachers, Coach

4. Lead teachers, Instructional team, Data Coordinator, School Leaders

5. Math Coach, teachers

6. Math Coach, Network support personnel

7. **Lead Teachers**: each grade has a Lead teacher who attends meetings focused on 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.

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.

8. **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.

9. Coach, Data Coordinator, School Leaders

10. School Leaders generate schedules enabling teachers to meet by grade

11. **Generation consultant** works with selected teachers by grade. The Generation consultant address strategies that impact on effective classrooms that address improvement of instruction throughout the year in order to increase student learning outcomes

12. Math Coach, teachers, school leaders

13. Special Education Network support personnel, IEP teacher, mentors and school leaders will provide the necessary support to teachers in order for them to engage in children to be critical thinkers and problem solvers. (SEE GALAXY)

14. **Extended Learning Time Program**: Achievers Educational Services (AES) will provide services in Literacy and Math for 160 students in grades 3- 5 who are in the lowest third, Level 1 and 2 students. This will occur for 15 weeks for three hours on Saturdays. **AIS** during the school day will be provided to students after they have had

Tier 1 intervention and are showing signs of needing additional support. (SEE GALXY)

15. General Supplies will be used to support School wide Curriculum Development. Including paper, binders, markers, copies, and chart paper = See Galaxy Allocation

Budget and Resource Alignment

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

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

FSF Focus Money

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Further develop structures to enable the school to effectively evaluate school level decisions and make revisions that support school improvement efforts. (with particular emphasis on ELL achievement/progress)

Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	P
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, all ELA and Math teachers in grades K-5 will receive frequent and actionable feedback with specific attention to engaging students and ELLs as evidenced by ADVANCE platform.

Instructional Strategies/Activities

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

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

Continue to norm school-wide belief and practices around effective instruction and best practices:

a. 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. We will 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 and using the Danielson Rubric.

Establish cycles of observation driven by administration's observations and teacher self – assessment :

- a. Teachers will share their professional teaching goals with school leaders during their ICP meeting.
- b. School Leaders will conduct frequent classroom mini observations and provide classroom teachers with a minimum of 4 to a maximum of 6 written informal and formal observation reports.
- c. Monthly focus on deepening teachers' understanding of Domains 2 and 3 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. Teachers will engage in robust component studies based on their observed needs.

d. A research-based rubric: Danielson Framework will be used when providing teachers' feedback. Specific feedback regarding entry points for beginner, intermediate and advanced ELLS will be included in all observations. Student work will be consistently monitored to assist teachers and school in noting trends and replicating instructional strategies that are having a positive impact.

e. Supervisory feedback, verbal and written will reference teacher engagement and effectiveness based on Danielson's Framework for Teaching and Learning Domains 2 and 3.

Ongoing Professional Development

a. Continuous PD will be conducted at teacher team and grade level meetings to ensure that teachers are planning appropriate scaffolds and using a range of UDL strategies to support language acquisition and literacy development.

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

1. School Leaders, Literacy and Math Coaches, Network support personnel, Talent Coach, Grade Leaders, Generation Ready Consultant
2. School Leaders, Literacy and Math Coaches, Network support personnel, Talent Coach, Grade Leaders, Generation Ready Consultant
3. School Leaders, Learning Walks, Walkthroughs and Network visits.
4. Generation Ready Consultant, School Leaders, Network Support personnel.
5. Classroom teachers, Generation Ready Consultant, School Leaders, Network Support personnel, Talent Coach ARIS Professional Development Opportunities available online for teachers to focus on specific areas/components.
6. Classroom teachers, Generation Ready consultant, Network support personnel

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

1. **By end of October and IPC conferences:** All administrators will have created an observation cycle aligned to the teacher's ADVANCE choices.
2. **October – June:** Frequent visits to classrooms by school Leaders with feedback.
3. **Monthly Coaching Cycles:** Based on the ongoing feedback coaches will be aligned to teachers to support individual development using the rubric as a guide.
4. Talent Coach works with school leaders in supporting teachers on a monthly basis.
5. **Mid-Year:** Cycle of frequent visits/mini observations and feedback, midyear checkpoint, review of data and progress, plan for improvement if necessary and generate new goals
6. **End of Year :** End of year conferences with Individual teachers will allow both teachers and administration to reflect on their personal growth and begin to establish areas for study summer work

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

1. Sept.- Initial Planning Conference meeting with teachers who have written 2 goals, frequent verbal communication; Oct-January: Frequent mini observations with written feedback and formal observations; Feb.: Mid-year Checkpoint; Feb.-May: Frequent mini observations with written feedback and formal observations; June: End of year reflection, set goals for following year
2. 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
3. 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.
4. 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
5. 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
6. Cycle 1: Sept: verbal; Oct 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

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

1. Danielson Framework revised edition
2. ICP meetings: held by October 25, 2013 with a discussion of their two goals for the year they are focused on.
3. Frequent visits with feedback: suggestions from next steps with the support of the Generation Ready Consultant and Coaches.
4. Professional development opportunities
5. Danielson Rubric: copy for each teacher
6. Feedback by school leaders: support teachers with professional development activities tailored to their specific needs; collection of artifacts
7. F status teacher to support Literacy and Math school wide to ensure common core alignment and implementation.

Budget and Resource Alignment

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

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

MOSL funding for teachers to attend PD
 Title I pays for the Coaches and the Consultant

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

While our most recent Quality Review acknowledges the ways in which we address the social and emotional needs of our students by stating that:
 The school has established a safe, nurturing environment that promotes the academic and social development of students and adults. (1.4). We have reflected on our past year and have identified specific ways in which we can improve further in addressing the varied emotional needs of our students. Despite our robust systems we are embracing a new intervention program that addresses emotional intelligence and its implications in the way we act, behave and interact.

Review Type:	QR	Year:	2012-13	Page Number:	4	HEDI Rating:	H
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, all teachers and students will be engaged in a comprehensive intervention program, Yale-Emotional Intelligence as measured by a decrease in principal and superintendent suspensions as evidenced in OORS.

Instructional Strategies/Activities

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

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

Training of Administrative Staff in Program Philosophy and Implementation:

1. Assistant Principals attended a summer leadership professional development at Yale University on anchors of Emotional Intelligence for the implementation of **RULER (Recognizing, Understanding causes, Labeling emotions, Expressing emotions, Regulating emotions)**.

Establishing School-Wide Team

1. Administrators then turn key and form a school based team comprised of Guidance Counselor, Social Workers, Psychologist and all classroom teachers will work together to implement intervention program.
2. Teacher training on development of school- class charters and use of RULER principles

Classroom Application and Teacher Training

1. Class charters established to reinforce principles and agreements for expectations and strategies for students struggling with appropriately verbalizing their feelings and transferring negative actions/feeling into positive, concrete steps for resolution.
2. Positive rewards system using “Caught doing an Act of Kindness” tickets provided to students to reinforce positive expectations

School-wide monitoring

1. Ongoing monitoring of the impact of the implementation of RULER will take place as team meets to review implementation successes and challenges and monitor changes in student removals and incidents.

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

Assistant Principals Guidance Counselor, Social Workers, Psychologist and all classroom teachers will work together to implement intervention program.

1. **Asphalt Green/REP Coach** working with children during recess minimizing altercations and increasing physical activity.
2. All school personnel

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

By end of October: School-wide training on philosophy and implementation. School and classroom charters created and implementation of RULER is launched.

October – June: Classroom implementation and ongoing training occurs to ensure that :

- ✓ All students who have difficulty expressing their emotions in a manner that is unacceptable and physical will be able to assert themselves positively and with non-violence. Students will be less likely to fight and develop empathy for each other. There will be less incidents of fighting. Students will learn to accept we are all different and diversity is good.
- ✓ During recess students will be engaged in physical activity that stimulates them and releases negative energy. Students will learn to exercise and maximize the recess time with physical activities. There will be less incidents of fighting. Students will learn to play without being physically aggressive.
- ✓ Students are recognized for doing positive activities that promote positive attitudes or actions.
- ✓ High incident times such as dismissal will be structured to support student engagement. Examples: physical activities, clubs, arts and crafts

Ongoing Monthly Monitoring Meetings:

Implementation Team meets monthly to assess progress of implementation and student incident data to make appropriate adjustments.

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

1. School year 2013-2014: Assistant Principals will provide multiple workshops throughout the year in stages to integrate intervention program.
September: Introduction and development of Class Charter
October: Practice class meetings
November: Introduction to RULER to staff, revising of class Charter, Introduction of “caught doing an act of kindness” ticket distribution
December: RULER lesson plan implementation, Mood Meter
January: Revisit what has been learned, Charter, RULER lessons, Mood Meter, class meetings, make adjustments
February: Assess struggles and celebrate successes
March: Introduce “Meta Moment Tool ”
April: Implement Meta Moment lesson plans
May: Introduce and Implement Blueprint Tool lesson plans

- June: Reflection of what worked, necessary changes that need to be made and successes
- Asphalt Green/Rep Coach works with children twice a week during the four lunch periods advocating physical exercise.
 - Starting November, 2013
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Program Resources: RULER lesson Plans, Mood Meter, Charts, Assistant Principals providing professional development
 - Rep Coach from Asphalt Green
 - Student tickets.

Budget and Resource Alignment

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

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

School Funds, FSF,

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

In our most recent Quality Review it was noted that, the schools has established strong systems for parent engagement. However we are continually striving to improve in this area. The current CCLS require that we continue to expose our parents to the habits and academic behaviors required for students to be college and career ready.

Review Type:	QR	Year:	2012-13	Page Number:	4	HEDI Rating:	H
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, we will refine our sustainable parent outreach program to strengthen our partnerships by focusing on parents as partners as measured by a 5% increase in participation as evidenced by sign-in sheets and agendas.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Parent Education Workshops- Academic:

- Bi-Monthly parent workshops focusing on academic areas, ELLs and helping their children at home.
- "Café con Leche" meetings with parents for ongoing dialogue with building administrators, guidance, parent coordinator and other related school personnel. (anchored around CCLS)

Parent Education Workshops- Social Emotional /Parenting:

3. Collaborate with Children’s Aid Society to provide workshops and activities on proven effective parenting skills for school-age children.

Parent Communication:

4. School calendar distributed announcing important testing information and activities.
5. Create a newsletter that will serve as advertisement for activities held at the school.
6. Student progress reports
7. School Messenger system used to inform parents of activities or important information via telephone in both languages: English and Spanish.
8. Annual Parent Fair in June, 2014 where families, children and the community are involved.

Parent Education- Culture

9. Establish “Class Parents” for class trips, special projects and volunteers in both English and Spanish classrooms.

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

1. School Leaders, Literacy Inc., Learning Leaders, Parent Coordinator: PC (DOE and CAS), Children’s Aid Society (CAS) and teachers
2. Classroom teachers
3. School Leaders, PTA Executive Board.
4. School Leaders, Parent Coordinator
5. PTA Executive Board, School Leaders, PC, CAS
6. PC, Teachers
7. PC, Teachers
8. School Leaders, PC, School Secretaries
9. School Leaders, PTA Executive Board, PC, Teachers, CAS

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

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 January 2014, in order to effectively engage parents.
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, in order to engage working parents.
6. Increased attendance of parents/families at workshops.
7. Distribution of Principal Report at PTA monthly meetings.
8. Increase in parent awareness of events and activities taking place
9. Family participation at the Annual Parent Fair.

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

September through June

- Monthly PTA meetings
- Monthly Calendar sent home describing events and activities

- Monthly Calendar enlarged and posted in the main entrance
 - Parent workshops twice a month
 - Quarterly newsletter
 - School Messenger: an electronic system that calls student’s homes notifying parents of important school dates and activities
- November, February, and June – RL Assessment- Progress Reports letter sent to the parents
 November, March and June – Report Cards
 November and March – Parent Teacher Conferences
 School Closures
 Special Events
- February
- Promotion in Doubt notices and meetings
 - Learning Leaders parent workshop
- February through June – Parent workshops will be provided for parents
 March – Letters sent home announcing all of the standardized testing dates
 May: Parent Fair

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

1. Increased parental involvement during and after school will be reflected by attendance sheet documenting the number in attendance during activities.
2. Parent feedback and suggestions made from parents.

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Focus funding Translation & Interpretation funding											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>1. Wilson Foundations 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. It is incorporated daily for 30 minutes into the ELA 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 targeted for small group intervention to lower 30th percentile students.</p> <p>2. Literacy Intervention System (LLI): “The <i>Fountas & Pinnel</i> LLI is a small-group, supplementary intervention program designed to help 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</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>During school time, 50 minutes</p> <p>2. During school time</p>

need intensive support to achieve grade-level competency. Participants include low-achieving children who are not receiving another supplementary intervention.
ELLs can also benefit from LLI. Each LLI lesson provides specific suggestions for supporting English language learners.

3. Data Meetings: 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 **ORID** 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 (**Objective Level**), data is examined to identify factual information. At the **Reflective level**, participants are encouraged to make connections and a free flow of ideas and imagination. During the **Interpretive level**, teachers identify patterns to 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 new CCLS aligned curriculum ReadyGen, teachers are using the inquiry cycle to reflect on the best practices being used during

3. Individually, Grade Teams

3. 50 minutes, during school time

the instruction and implementation of this new curriculum. Each Unit assessment: Module A and B assessments checks for understanding reflected in the 5 elements of the rubric aligned to the CCLS and measured in the performance tasks: focus, organization. This practice assists 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. Coach, APs, data specialist, network support as well as school visits support us in this process.

4. Two days of after school instruction for 50 minutes: School staff, teachers voted to have 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 3 to 5. Small groups not to exceed 10 students are serviced. Alternate days are used to provide additional PD opportunities for teachers: K-2 teachers receive PD on Tuesdays and 3-5 teachers receive PD on Wednesdays on the use of the new curriculum in Literacy.

4. Group size does not exceed 10 students.

	<p>5. Extended Learning Time Program: Achievers Educational Services (AES) will provide services in Literacy and Math for students in grades 3- 5 on Saturdays who are in the lowest third, Levels 1 or 2.</p> <p>6. ELL program will target ELL students during two times a week.</p> <p>7. AUSSIE Consultant work with teachers in providing instructional literacy support. Our consultant is here for 50 sessions to support teachers in all grades but focus on K-2 teachers.</p> <p>8. Response To Intervention (RTI)/Academic Intervention Services (AIS) teachers working with Tier 2 students in grades 2-5: Comprehension.</p> <p>9. Accelerated Reader: RL: STAR program- students take a baseline, midyear and end of year assessment showing gains or lack of for each student in grades K-5.</p> <p>10. Estrellita: Estrellita program descriptions states it “is a supplementary, accelerated, beginning Spanish reading program for Pre-K through 1st grade students in Bilingual 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</p>	<p>5. Small groups not to exceed 12 students</p> <p>6. Small Groups</p> <p>7. Individually, by grade or large group</p> <p>8. Small groups</p> <p>9. All students are eligible, 1:1 on computer</p>	<p>4. 50 minutes, during school time</p>
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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 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."

11. Extended Learning Time

10. Bilingual classes

5. Saturday

6. After School

7. During School Time

8. During School time

9. During school Time

10. During School time

11. Small Group

			11. Saturdays
Mathematics	<ol style="list-style-type: none"> 1. Supplemental resources 2. Math Coach 3. GoMath series 4. Extended Learning Time Program: 	<ol style="list-style-type: none"> 1. Whole class , Small Group 2. 1:1; small group; whole class 3. Whole class, small group, 1:1 4. small group 	<ol style="list-style-type: none"> 1. During school time, after school, 50 minutes 2. During school time 3. During school time 4. Saturdays
Science	<ol style="list-style-type: none"> 1. Three Cluster Teachers 2. A+ Technology Solutions, Inc Mobile Science Lab 	Whole class, Small Group	<p>During School Time</p> <p>During School Time</p>
Social Studies	Rosen Classroom Books and	Whole class, Small group	During School Time

	<p>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.).</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ol style="list-style-type: none"> 1. One Full time Guidance Counselor 2. One P/T Social Worker 3. P/T Related Service provider 4. Children’s Aid Society (CAS) – partnership between CBO and the school. 5. Emotional Intelligence program being implemented school-wide. 6. Strategies from PRIM being implemented by guidance dept. 7. CAS after school program provides students with support in during the Balance Center 	<ol style="list-style-type: none"> 1. Whole class, small group, 1:1 2. Whole class, small group, 1:1 3. 1:1, small group 4. Class size 15-25 5. Whole class, school-wide 6. 1:1 7. Small group; 1:1 	<ol style="list-style-type: none"> 1. During School Time 2. During School Time 3. During School Time 4. After School 5. During School Time 6. During School Time 7. After School Time

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Retention of staff is stable as they remain at PS5. Over time teachers develop relationships throughout the years as they have made the school a part of their career plan. Teachers develop a bond based on their rapport with each other and now have become a part of the recruitment process.

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. Additionally, when searching for partner teachers in ICT classes we ask for volunteer teams who are willing to work together and if none are available, we have the partner teacher as an active participant in the search and interview process. This enables both teachers the opportunity to gauge themselves as to whether they will be a viable working team. It also affords the new teacher an opportunity to meet their collaborating teacher. This has successfully worked in both volunteer system and being a part of the selection process.

Yearly teachers complete a preference sheet with their choices. All effort is made to comply with teacher request taking into consideration, license, grade, seniority and school priority.

In some cases we have extended teacher tenure if member has not been at the school for a minimum of two years. We hired seven new staff members due to retirement and resignations. Of the seven hired four are required to receive mentoring and we have put systems in place to ensure they meet/exceed these requirements.

High Quality and Ongoing Professional Development

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

- ✓ Teachers participate in collaborative planning sessions with their colleagues to share and plan content strategies that build both teacher and student skills. This enables teachers to increase their knowledge base in developing, planning and preparation of units of study. 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.
- ✓ New teachers are provided with a mentor to help facilitate their learning process and make improvements 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 their 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 of units/lesson planning. New teachers work collaboratively with the mentor to enable themselves to engage students in the learning process and to critically challenge their thinking skills. 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.
- ✓ Consultant works 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.

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

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

- ✓ Parents are asked to complete a residency form and thus are identified as STH. If it is deemed necessary for bussing to be provided, all efforts are made to enable this service to take place. In some cases pending the distance, children are provided with train pass for commuting to and from school. Funding is allotted for STH based on the completion of residency forms. Monies are used to provide families with necessary supplies children may be in need of during the school year. Some supplies may include book bag, basic school supplies, school uniform and outerwear for the winter/increment/frigid weather. Since home status is continuously changing, parents are reminded during PTA meetings if any changes in home residency has changed, please meet with the pupil accounting secretary, Parent Coordinator, guidance or school leaders.
- ✓ Guidance Counselor and Social Worker assigned to the school meet on a monthly basis with each grade for character development. Topics include: citizenship; safety; diversity; compassion/kindness; courage/caring and career exploration to name a few. Guidance counselor and Social Worker visits classroom for whole group sessions and also provide conflict resolution sessions in small groups. Children are able to learn strategies to solve conflict creatively and amicably. An FBA/BIP are generated for children who are having difficulty and/or who have an IEP and receive mandated counseling services. Students may also be seen by the school’s instructional team psychologist or social worker.
- ✓ As a Children’s Aid Society (CAS) school we have CAS Headstart and Early Headstart Program providing services to children from 0-4. Early intervention is provided if the assessments reveal the necessity for these services. When students are ready to articulate to Kindergarten, the Headstart students and parents visit the Kindergarten classes to see instruction, meet teachers and discussion strategies for transition.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

As Children’s Aid Society (CAS) partners with the school we have CAS Headstart and Early Headstart Programs providing services to children from 0-4. Early intervention is provided if the assessments reveal the necessity for these services. When students are ready to articulate to Kindergarten, the Headstart students and parents visit the Kindergarten classes to see instruction, meet teachers and discussion strategies for transition. Registration is also done in house enabling parents the comfort of having someone assist them in the process.

Measures to Include Teachers in Decisions Regarding Assessments

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

- ✓ During the beginning of the year teachers discuss the value of certain assessments that have been used, their purpose, flexibility and information they provide. This year since we are part of the MOSL process all teachers were represented by a team of personnel that were informed and participated in the selection process of how teachers would be evaluated based on the assessments that are provided to students. At a Faculty Conference information and decisions were shared.
- ✓ Classroom teachers use a variety of assessments to gauge student learning and periodic assessments used at the beginning, middle and end of year to see if students have made appropriate growth.
- ✓ The teacher team structure allows teachers to use these results to reassess their instruction and content pedagogy.
- ✓ With our new Literacy curriculum, ReadyGen and our math curriculum, GOMath, there are multiple assessments that are being used and based on those assessments throughout the year, units will identify whether they have shown growth. Teachers have been trained in teaching of tasks in order to have students respond to performance tasks.
- ✓ Both Literacy and Math Coaches provide professional development support to teachers with the use of multiple assessments. Analysis of data is reviewed and trends are identified by class and grade. This helps the teachers identify student needs, reteach, assess again
- ✓ Consultant and school leaders collaborate to assess school level data trends and plan appropriate responses for teacher development, PD and staff assignments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent -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 in support of 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 our 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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
- Bi-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:

- | | |
|--|---|
| <input type="checkbox"/> Volunteer in the classroom | <input type="checkbox"/> Volunteer in the lunchroom |
| <input type="checkbox"/> Volunteer in the library | <input type="checkbox"/> Volunteer during entry and dismissal |
| <input type="checkbox"/> Attend Parent Orientation | <input type="checkbox"/> Attend Parent-Teacher Conferences |
| <input type="checkbox"/> Attend PTA meetings | <input type="checkbox"/> Attend Parent Workshops (every other Friday) |
| <input type="checkbox"/> Help with PTA fundraisers | <input type="checkbox"/> Attend student performances |
| <input type="checkbox"/> Accompany classes on field trips | <input type="checkbox"/> Attend school forums |
| <input type="checkbox"/> Attend Parent Advisory Council Meetings | <input type="checkbox"/> 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 30 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

1. 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, teachers 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 bi-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 30 minutes a night, or see that their child reads to him/herself 30 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 should 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:

- | | |
|---|--|
| <input type="checkbox"/> Kindergarten 15 minutes a day | <input type="checkbox"/> Grade One 20-30 minutes a day |
| <input type="checkbox"/> Grade Two 20-30 minutes a day | <input type="checkbox"/> Grade Three 30-40 minutes a day |
| <input type="checkbox"/> Grade Four 40-50 minutes a day | <input type="checkbox"/> Grade Five 50-60 minutes a day |

READING AT HOME HOW? WHEN AND HOW LONG? WHY?

- | | |
|---|--|
| <input type="checkbox"/> Read with your child in your home language | <input type="checkbox"/> Nightly Fosters a love, and passion for reading |
| <input type="checkbox"/> 30 minutes of reading develop fluent readers | <input type="checkbox"/> Tell Stories. |
| <input type="checkbox"/> Establishes the habit of reading | <input type="checkbox"/> Let your child have undisturbed reading time. |

WHERE TO GET BOOKS! Let your child see you read for yourself

- | | |
|--|---|
| <input type="checkbox"/> NYC Public Library on Broadway and Academy Street | <input type="checkbox"/> Read a variety of materials. |
| <input type="checkbox"/> P.S. Five School Library | <input type="checkbox"/> Classroom Library |

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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 005
School Name Ellen Lurie		

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

Principal Wanda Soto	Assistant Principal Ana Luisa Ariza-Paulino
Coach Calisma Callwood	Coach Rosemary Vargas
ESL Teacher Frinet Camejo	Guidance Counselor Alexandra Nieves
Teacher/Subject Area Santa Coker	Parent Milka De Jesus
Teacher/Subject Area Diana Diaz	Parent Coordinator Michele Garcia
Related Service Provider Ana Lopez	Other A.P./ Christopher Anest
Network Leader(Only if working with the LAP team) type here	Other Counselor/ Joanne Caceres

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	10	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	675	Total number of ELLs	300	ELLs as share of total student population (%)	44.44%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained	1	1	1	1	1	0								5
Push-In	2	3	2	1	4	3								15
Total	4	5	4	3	6	4	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	300	Newcomers (ELLs receiving service 0-3 years)	255	ELL Students with Disabilities	33
SIFE	7	ELLs receiving service 4-6 years	43	Long-Term (completed 6+ years)	2

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	138	7	21	3	0	3	0	0	0	141
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	117	0	7	40	0	2	2	0	0	159
Total	255	7	28	43	0	5	2	0	0	300

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	31	35	21	16	14								142
Arabic														0
SELECT ONE														0
TOTAL	25	31	35	21	16	14	0	142						

*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	36	24	16	29	21								155
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1		1										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	30	37	24	17	29	21	0	0	0	0	0	0	0	158

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	36	13	15	10	11	8								93

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		22	28	5	24	9								88
Advanced (A)	18	34	17	24	9	17								119
Total	54	69	60	39	44	34	0	0	0	0	0	0	0	300

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	48	5	1		54
4	34	11	1		46
5	34	12	0		46
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	35	11	6	3	0	1	0	2	58
4	26	9	3	6	0	4	0	0	48
5	22	11	6	3	5	2	0	0	49
6									0
7									0
8									0
NYSAA Bilingual (SWD)							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	5	10	6	14	5	1	3	48
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

All students take the TC Running Record Assessments a minimum of two times a year. End of the year data for whole school and ELLs for June 2012 and June 2013 is as follows:

	Whole School	Whole School	ELLs	ELLs
	6-13	6-12	6-13	6-12
Level 1	36.48%	41.87%	60.37%	69.26%
Level 2	24.71%	25.74%	22.96%	19.59%
Level 3	23.55%	19.8%	14.81%	9.8%
Level 4	15.26%	12.59%	1.85%	1.35%

Overall, student performance has slightly dropped from June 2012-June 2013. Several factors may have contributed to this drop, including an increase in benchmark standards to align more closely with the CCLS. It can be observed that the decrease for whole school is consistent with the decrease in ELL performance. For example, Level 3 performance dropped by 3.75% from 2012 to 2013 for whole school performance and 5.01% for ELLs. Level 4 performance dropped for the whole school by 2.67% and for ELLs by .50% from 2012 to 2013.

From November 2012 to June 2013, 28.54% of the whole school population made increases in reading Benchmark level (i.e. Level 1 to Level 2, Level 2 to Level 3, Level 3 to Level 4), while 22.34% of ELLs made increases. It should be noted that while these percentages are low, students are making progress in reading level, just not an accelerated pace to break into a new benchmark level, as 57.09% of the entire school population made no change in reading benchmark level and 62.94% of ELLs made no change in reading benchmark levels.

Early native language literacy skills are measured using Estrellita’s Benchmark. Out of 20 kindergarten students, nine students met benchmark levels during 2012-2013, resulting in 45% of the population acquiring early literacy skills. For the remaining the 55% of students, RtI teachers are currently providing additional intervention to ensure students reach benchmark this school year.

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

Kindergarten:

We at PS 5 have a total of 300 ELLs in grades K-5. A total of 54 Kindergarteners took the LAB-R in 2013/2014. 36 children scored at the beginning/intermediate level which is 67% and 18 students scored at the advance level or 33%. As compared to 2011/2012, where 68 Kindergarten students were tested with LAB-R and 55% scored the beginning/intermediate level and 45% scored at the advance level. A comparison between those two school years revealed that our 2013/2014 incoming kindergarten classes scored at a lower level in both classifications. In order to increase the level of students attaining proficiency, we will continue to pre-teach vocabulary and grammatical structures specific to complex text. Exposing students on how nested words and phrases work in a sentence will help with literacy development for our ELLs.

First Grade:

In the Spring of 2013, 66 students were tested in the NYSESLAT. Results showed that 14% scored at the beginning level, 43% scored at the intermediate level, 32% scored at the advance level and 11% scored proficient. As compared to the Spring of 2012 where 44 students were tested in the NYSESLAT and results showed that 43% scored at the beginning level, 43% scored at the intermediate level, 11% scored at the advance level and 3% scored proficient.

Second Grade:

In the Spring of 2013, 42 students were tested in the NYSESLAT. Results showed that 12% scored at the beginning level, 12% scored at the intermediate level, 60% scored at the advance level and 16% scored proficient. As compared to the Spring of 2012 where 45 students were tested in the NYSESLAT and results showed that 29% scored at the beginning level, 23% scored at the intermediate level, 24% scored at the advance level and 24% scored proficient.

Third Grade:

In the spring of 2013, 56 students were tested in the NYSESLAT. Results showed that 18% scored at the beginning level, 50% scored at the intermediate level, 23% scored at the advance level and 9% scored proficient. As compared to the Spring of 2012 where 33 students were tested in the NYSESLAT and results showed that 12% scored at the beginning level, 58% scored at the intermediate level, 18% scored at the advance level and 12% scored proficient.

Fourth Grade:

In the spring of 2013, 39 students were tested in the NYSESLAT. Results showed that 18% scored at the beginning level, 26% scored at the intermediate level, 43% scored at the advance level and 13% scored proficient. As compared to the Spring of 2012 where 36 students were tested in the NYSESLAT and results showed that 33% scored at the beginning level, 31% scored at the intermediate level, 36% scored at the advance.

Data shows that 27% of the 203 students that took the NYSESLAT in the Spring of 2013 scored at the beginning level, 35% at the intermediate level, 38% at the advance level and 12% scored proficient. As compared to the Spring of 2012 where 158 students were tested in the NYSESLAT and results showed that 30% scored at the beginning level, 37% scored at the intermediate level, 22% scored at the advance level and 11% scored proficient.

Data shows that at the beginning of the 2013/2014 school year, there are 3% less students at the beginning level, 2% less students at the intermediate level, 16% more students at the advance level and 1% more of the students are proficient, as compare to the 2012/2013 school year.

We believe that the increased in the advance level is due mainly to the implementation of UDL strategies throughout all content areas. Also, students in all grades were involved in units of studies that incorporated high levels of academic language and real life experiences. The arts were included in the Portraiture (grds 3-5) and in the Fairy Tale (grdsK-2) units. We will continue using strategies such as building schema in a more concrete way, using ESL methodology, interacting writing, experience charts, introducing a variety of scaffolds to improve literacy skills.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

n/a

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

ELA Data

After analyzing grades 3, 4, and 5 Level 1 ELA Data, we noticed an increase of level 1 students. The total percentage of 3rd, 4th and 5th grade students who scored level 1 in 2010-2011 was 40% and increased to 79.4% in 2012-2013. There was a decrease in 2012-2013 of students who scored level 2. It went from 44% in 2010-2011 to 19.1% in 2012-2013. There was a decrease in students who scored level 3. During 2010-2011, 14% of ELL students scored level 3 while only 1.3% scored level 3 in 2012-2013.

Overall out of 146 ELLs in grades 3-5 there were 23 (15.7%) SWDs. All 23 SWDs scored between level 1 and level 2. We have already made efforts to pay very close attention to the strategies and scaffolds used in the classroom to help ELL-SWDs meet the CCLS. We are working closely with our Special Education Instructional Support Specialist to assist teachers in their understanding of Universal Design for Learning. Teachers will be exposed to varied ways to write lessons that provide multiple entry points for both language and content development. Learning Walks/Walkthroughs are being conducted to determine patterns, areas of strength and improvement and next steps to improve the teaching and learning in our special education classes.

After further analyzing the data, there are 123 ELLs in the general population in grades 3-5; 39.8% of those scored level 1, 6.5% scored level 2, and 1.6% scored level 3. There were 62 (42.4%) students who have been in the country for a period of 3 to 5 years and

scored level 1 and level 2. Twelve students (9.7%) were exempt from the ELA State test because they were new arrivals and 20 (13.7%) students have been in the USA school system for 2 years.

As the data indicated, many students were residing in the USA between 1-2 years and scored a level 1. Many of those new arrivals came to the school system with limited proficiency in the native language. Therefore, those students were placed in a TBE program with a LAP that corresponds to 60/40 in order to develop and/or strengthen and/or remediate their native language skills. Reading, writing, listening and speaking will be integrated systematically into every ESL lesson. As a school community, we will focus on speaking through instructional conversations that are scaffolded and purposeful and text based which addresses the CCLS. Based on our continued research, we know that providing collaborative opportunities to construct knowledge (collaborative learning) allows kids to bounce ideas off each other, voice their own opinions and negotiate solutions thus increasing their social and communication skills. In an instructional model, students are given accountable talk stems and language frames to practice speaking and listening in small groups. A change in our general instructional structure will reflect a balance between informational and literary reading. The teacher models fluent reading and then the students practice in partner reading and/or guided reading. These are some instructional strategies that we use to help students accelerate their literacy and language development. In addition, many of our ELLs presently in grades 3-5 are receiving small group (maximum of 10) instruction on Tuesdays and Wednesdays for 50 minutes each day. Furthermore, we have prioritized our AIS in Literacy. Most ELLs who have been in the country for more than two years are receiving intervention by our AIS providers. The AIS provider and the classroom teacher will conduct various benchmark/formal/informal assessments throughout the year. Data will be analyzed frequently and instructional decisions will be made based on results.

Math Data

As we examined the State Math Test we noticed that 20% of the students in grades 3-5 who took the test in their native language scored a level 1. 7.7% scored a level 2. 4.5% scored a level 3. 1.3% scored a level 4. Across grades 3-5 there were only two students who scored a level 4. Those two students were Bilingual students.

Overall, during the academic year 2010-2011 35.8% of the ELLs took the math test in their NL while in 2012-2013 it increased to 51.3%. This was due to a large number of students who decided to take the Math test in their NL.

We noticed that out of 14 ELLs that scored levels 3 or 4, 9 (64.2%) of them took the test in their native language. As observed by the data, ELLs are able to perform at grade level when provided the time, having the opportunity to continue to develop the content area knowledge, strengthening the literacy skills and taking the test in the NL.

Overall, in grades 3, 4, and 5, 7.7% of ELLs scored level 3 while 1.3% scored level 4. In 2010-2011, 26% of the students scored level 1. In 2012-2013, 73.5% of the students scored in level 1. This showed an increase in level 1 students of 47.5%. 38% in 2010-2011 scored at a level 2. In 2012-2013, 17.4% scored at a level 2. This showed a decrease in level 2. In 2010-2011, 31% scored a level 3. 7.7% scored level 3. In 2010-2011 5% scored level 4, in 2012-2013, 1.3% scored level 4.

After evaluating the data we concluded that we must continue to help our students develop academic language critically to the terms that are being used in the Math State Exams. In order to enhance the academic language in math, our teachers are working on increasing their use of math vocabulary during their instructional day. The students will be working on explaining their work and the steps taken to solve any given problem on a daily basis. Furthermore, understanding the mathematical text structure of a word problem is critical. Second language learners have considerable difficulty with text structure in English. The uses of graphic organizers are helpful tools for unpacking both the math content and language. Introducing math graphic organizers, such as a problem solving template will make the mathematical concept visible and will help ELLs to reflect on how to organize their plan for solving math problems. Using manipulatives and virtual manipulatives will also help our ELLs to develop a deeper understanding of math concepts and internalize math vocabulary.

All grades are involved in this process. We want the students to be able to explain their work, and show that they understand the strategies, methods, and processes used in math. We believe that implementing these strategies from kindergarten through 5th grade will allow our student's academic language to improve greatly!

In addition, P.S. 5's inquiry focus is writing across the content areas. Teachers will meet collaboratively throughout the year to examine the CCLS writing standards and plan how to integrate and improve the students' writing skills across all academic areas.

Forty-eight ELL students were administered the 4th Grade NYS Science Test 2012-2013, while 77 ELLs took the exam in 2010-2011. Nineteen students or 39.5% chose to take the test in the native language (TBE students) in 2012-2013 versus 30 students in 2010-2011. As observed, there was a decrease of ELLs who took the test in the native language during 2012-2013. This is due to a drop in the number of ELLs registered at P.S. 5 and also students raising their English proficiency levels. In 2010-2011, 12.9% of the ELLs who took the test in the native language scored at Levels 3 & 4. As we examine the data we found that of ELLs who took the test in the native language, 42% scored at Levels 3 & 4. Out of the 48 ELLs, 29 students took the test in English, 60.4%. Of the ELLs who took the test in English, 15 students, 51.7%, scored at Levels 3 & 4. Ten students, 34.5%, who took the test in English scored a Level 2, while four scored a Level 1, 13.7%. As observed by the data, ELLs are able to perform at grade level, when provided the time and opportunity to develop the content area knowledge, strengthening the literacy skills and the opportunity to take the test in the native language.

Out of ELLs who took the test in the native language, although five students scored Level 3 and three students scored Level 4, we recognize that a larger number of students (five scored Level 1 and six scored Level 2) need our immediate attention due to scoring below standards. The students who took the test in Spanish have had interrupted education and have not been able to develop the academic skills necessary in their native language. We recognize that these students need intensive intervention to increase their comprehension skills in their native language to move toward grade level performance. As a result, many of those students are participating in the 50 minute Extended Day Program and/or receiving intervention during the school day. The instruction in the 50 minute Extended Day Program is being offered in the native language or English, depending on the children's individual needs. Additionally, we are anticipating a Science After School Program in order to improve the content area knowledge of our ELLs in Science.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our School-wide universal screener is the STAR Reading (Grades 1-5) and Early Literacy (Grades K-2). Students take this assessment three times a year. Every 10 weeks, teachers identify their Tier I groups, which are comprised of the class's bottom third. Teachers make recommendations for students they believe require Tier II intervention based on all of the data described above. The RtI Team meets weekly to consider these recommendations, form groups, and make decisions around the research-based programs to be used in Tier II intervention. Tier II intervention teachers use the STAR assessment as a progress monitoring tool to track student improvement. Adjustments are made to the Tier II intervention if it is observed that students stall at increasing their levels (RtI Team). After 20 weeks of Tier II intervention, students are considered for Tier III intervention and after this additional 10 weeks of more intense intervention can either continue in Tier III or the school may proceed with a special education evaluation. It should be noted for students in TBE classes, the RtI team assesses whether the intervention should be delivered in English or the native language. ELL students are included in this process along with school-wide population. response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers receive class reports indicated their ELL students' NYSESLAT scores. NYSESLAT data is analyzed to see growth in the different modalities of the test. This is done to ensure gradual language development. This data is then utilized to drive instruction within the modalities and make appropriate adjustments (UDL) to meet the varied language proficiency levels of students. This data is considered across school teams, including the Instructional Team, grade-level planning meetings, Bilingual cohort, and inquiry teams, to ensure that students successfully acquire the new language within the proper range. response to question here:
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We review the yearly NYC DOE Progress Report and disaggregate the data for the varying demographic groups, including closely examining the progress of our ELLs. Additionally, we track ELL student progress in Performance Tasks in both ELA/NLA and Math.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) We are responsible to identify our ELL population in order to provide each student with the appropriate academic setting, services, and support needed to ensure academic success. The following procedures are described below for new admits and enrolled students.

All parents of students who are newly admitted to New York City schools are required to fill out the Home Language Survey (HLS). During the registration process at P.S.5, a pedagogue (ESL teacher) conducts an informal interview for each parent/guardian and assists with completing the Home Language Survey. Bilingual pedagogues are available to communicate with our Spanish speaking parents. When a parent is not from a Spanish speaking country, we make every effort to provide an interpreter. We contact the Translation & Interpretation Unit at the NYC department of Education their phone # is as follows (718)752-7373 ext. 4. The ESL teacher reviews each Home Language Survey to determine if the student uses a language other than English. The ESL teacher then completes the home language identification box. The pupil personnel secretary then indicates the home language on ATS. The Language Assessment Battery Revised (LAB-R) is administered to all newly admit whose Home Language Survey indicates that they speak a language other than English. The LAB-R is administered by a licensed teacher. Results of the LAB-R are hand scored first (a copy of hand scores is on file) then they are analyzed and students that do meet proficiency levels in English are identifies as ELLs in need of Bilingual and/or English as a Second Language services. The Spanish LAB is administered by a licensed teacher to those students whose HLS is Spanish and did not score proficiency in the LAB-R. The results are then analyzed to identify the level of instructional support the students may need in the NL.

After the first ten days of the school year of enrollment (for students registered throughout the school year) and the administration of the LAB-R, letters are sent home to parents informing them of the placements of the students. Students are placed according to parental requests. Parents of the students who did not meet proficiency on the NYSESLAT are also notified of the students continued placement and entitlement in either Bilingual Transitional or ESL program. The entitlement letters are sent home. A separate file is kept at school. Parent survey and parent selection forms are given to parents during the registration process. If a signed form is not returned the student is placed in the Transitional Bilingual Program, the default for ELLs. Individual meeting are also scheduled with parents to discuss any academic concerns or placements. During these meetings, the Assistant Principals and/or ESL teacher review test results and placement options.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parent Choice: All parents of students identified as ELLs, using the HILS and LAB-R receive a letter inviting them to attend a parent orientation meeting. Several meetings are offered at different times for parents' convenience. This school year 2013-2014, the meetings were held on September 17 at 8:30am & at 2:00pm, September 18 at 8:30 am & at 2:30pm, September 19 at 8:30 am, September 20 at 8:30 am, September 25 at 8:00 am and September 26 at 8:00 am. Ongoing meetings are also held for those newly admitted students and for those parents who could not attend the aforementioned orientation meetings. During our meetings, parents receive an agenda, view the New York City Department of Education video in their preferred language and receive information on the different programs available such as; the Transitional Bilingual, Dual Language and Free Standing ESL. Parents complete the Parental Selection form indicating their program of choice. The parent orientation and materials are provided in the parents' native language. Trained ELL pedagogues and translators are available during orientation to assist parents with the program selection. After this process, the child is then placed in the program the parent has selected depending on availability and LAB-R results.

The school creates an ongoing tally of parents who request the Dual Language. Since P.S.5 offers Free Standing ESL and Transitional Bilingual programs, parents who want the Dual Language program are referred to neighboring schools.

Once the Parental Selection process is complete, placement letters are sent home and copies are kept. The new ELPS ATS screen is updated to capture parent's choice. Parents who register throughout the school year follow the same process as outlined above. Our goal is to assist parents in making the best informed instructional decision for their child.

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

The ESL teacher reviews the HILS for those who have been recently registered and the NYSESLAT results to determine who

needs to receive entitlement letters. These letters are offer in their parents's native language. The ESL teacher distributes letters to students. Entitlement, non-entitlement, transition and Transitional Bilingual & Free Standing ESL letters of notifications are sent home to parents via backpacks. All letters include a tear-off for parents to sign a return receipt. Return receipts are collected and kept on file in the ESL's teacher classroom. A copy of these letters is kept on file in the ELL office. They are also placed in the cumulative folders. Parents are invited to speak to school personnel to explain the program placement based on the parent choice. Parents have the opportunity to meet with school personnel to discuss final placement, if needed a translator is provided. Parental Selection forms are also kept on file in the ELL office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The Principal, Assistant Principal and/or ESL teacher review NYSESLAT/ LAB-R scores and testing history if available to determine appropriate placements for students. Based on the findings, students are placed on the instructional programs that will best suit their academic needs. Parents are also contacted and informed of the process before changes are made. Once the parents are informed and in agreement with the instructional decisions, changes are made. If necessary, a bilingual personnel member will be in attendance to translate for parent.

During the admission process of a transfer student from another NYC public school, an informal interview is held with the parents to determine instructional placement in previous school. If needed former school will be contacted. Before placing transfer students, the ESL teacher, A.P., Principal and/or pupil accounting secretary check testing & placement history on ATS to ensure proper placement which will meet the students' academic needs.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The process for the administration of the NYSESLAT is as follows:

The Data Coordinator, Assistant Principal in conjunction with the ESL teacher review ELL history, BESIS report, and testing history of all identified ELLs to ensure proper administration of the NYSESLAT. In addition IEP's are checked to verify that we adhere to the testing modifications for those students.

Prior to administration of all sections of the NYSESLAT, a testing meeting is held. Attendance include but is not limited to Principal, Assistant Principals, ELL teachers, Service Providers, Paraprofessionals and classroom teachers of ELLs. The purpose is to ensure that all ELLs are properly administered all parts of the exam. The speaking section of test is administered individually by licensed teachers in separate location to ensure that distractions are minimized. Prior to the administration of the remaining sections, inventory is taken to ensure that equipment (CD player) is in working condition. Students with disabilities' IEPs are checked to ensure that all testing modifications pertinent to the different sections of the test are followed.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Trends/Alignments with Parents Requests

After reviewing the Parent Survey and Program Selection forms of incoming kindergarten students this year 2013-2014, it shows that 30 parents chose the Free Standing ESL program while 22 chose the Transitional Bilingual Program. There were no parents who selected the Dual Language; however the school keeps an ongoing tally of those parents, so they could be referred to neighboring schools.

The trend of most parents choosing Free Standing ESL has been going on for a number of years. We have observed that more of our incoming kindergarteners have the opportunity to attend Universal pre-K, Head Start, and other pre-school programs where they have the opportunity to develop English Language skills. We note that many of these parents, even though their children have not achieved English proficiency, prefer the ESL program over the Transitional Bilingual Program. The ESL teacher and/or Assistant Principal have individual meetings with parents who choose an ESL program when their child's Lab-R score is very low. The parent is informed of the research and the positive effect of receiving instruction in the native language in order for their child to strengthen their literacy skills and for the proper transfer to occur. New admits to the NYC Public Schools that are coming from countries where Spanish is spoken, select our Transitional Bilingual program.

We have also noted a decrease in total register in the past few years. Neighboring schools have also noticed the same trends. These changes are attributed to the high cost of living in Upper Manhattan causing many immigrant families to move elsewhere. However, even with a decrease in register, our ELL population is still 44%.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

P.S. 5 offers a Transitional/Bilingual Education Program and a Freestanding ESL Program using self-contained and push in/pull out models. The students are placed in specific programs according to parental choice, LAB-R, and NYSESLAT results. In most cases classes are formed heterogeneously, where students with higher language proficiency serve as language models for those who perform at a lower proficiency level. During the push-in, the classroom teacher and the ESL teacher conduct small group guided reading instruction and/or content area instruction. The ESL teacher assists the classroom teacher in scaffolding the lesson and front loading the vocabulary. During pull out the ESL teacher reinforces concepts and/or strategies covered in the classroom. In addition, the ESL teacher analyzes the NYSESLAT data by modality in order to continue developing the listening, speaking, reading and writing skills as needed.

Free Standing ESL: There are 158 students in the Free Standing ESL program, 62 students in ESL self-contained classes and 96 serviced using push-in/pull-out ESL model. Students that are placed in this program receive all instruction in English. Even though all the instruction is in English, every effort is made to provide the student with translations and materials in the native language, to the extent possible, in order to support the students in learning a second language. Students are provided with Native Language materials, books, dictionaries, glossaries, and test translations if needed. In addition, Bilingual staff members and other students may translate when appropriate. Our ESL students speak Spanish as a native language, except for 3 students whose native language is Arabic.

Transitional Bilingual Education (TBE): Our Transitional/Bilingual Program is offered from Kindergarten to Grade 5. P.S. 5 has a total of 142 students in the Transitional Bilingual Program. Our 5 Transitional/Bilingual classes by grade are as follows: 1 kindergarten, 1 first, 1 second, 1 third, and a fourth/fifth grade bridge class. P.S. 5 also has 2 Transitional Bilingual Special Education Self-Contained classes: 1 class composed of Kindergarten, 1st and 2nd grade students and another composed of 3rd, 4th, and 5th grade students. The students placed in this program are provided with instruction in their native language (Spanish) and English. The percentage of language instruction in the native language and the 2nd language is based on the LAB – R and the NYSESLAT scores. We also consider teacher observations, informal assessments and the number of years the student has been in a Transitional/Bilingual Program. These classes pose a challenge because we must plan instruction in two languages that meets the needs of each of these students according to different grade, academic, and language levels. However, the LAP in our 2 Bilingual Special Education classes is individually determined by the student's Individual Educational Plan (IEP) and NYSESLAT scores. te response to questions here:

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Question #2

All Transitional Bilingual Teachers are certified to teach Bilingual (Spanish) Common Branches. Each student's data is looked at by the Instructional Team, to determine the appropriate language allocation policy for our TBE classes in grades K-5. The TBE teachers differentiate instruction during the Literacy block in order to provide instruction that addresses a wide range of reading levels and language proficiencies both in English and/or Spanish. Note that the Mathematics language of instruction, either Spanish or English, is maintained through out the year for students in grades 3-5 since they will be administered the New York State Mathematics Test in the language they are most comfortable and proficient in the spring of 2014. Students are grouped for mathematics instruction according to grade level and language. Therefore, students in these classes have different LAP models within the same class in order to meet their particular needs. Social Studies and Science are mostly taught in English with an introduction or a conclusion in the NL depending on the lesson and students' needs. The following LAP models (% Spanish instruction / % English instruction) are more consistent in our TBE classes: K-113 (23 students) uses 60 /40, 1-222 (29 students) uses 60/40, 2-210 (28 students) uses 50/50, 3/325 (18 students) uses 60/40 and 4/5-414 (24 students) uses 50/50. Adjustments are then made to percentages of English and Spanish instruction to accomodate the needs of students with different language proficiencies in each TBE classroom. Our two TBE Special Education classes are K-2/214 (12 students) and 3-5 (9 students). The LAP in our 2 Bilingual Special Education classes is individually determined by the student's Individual

Educational Plan (IEP) and NYSESLAT scores.

The ESL teacher uses push-in models to support our ELLs in monolingual and special education classrooms. We have one monolingual 12:1 Special Education self-contained class, this class is composed of students in grades 3-5. Also we have three Integrated Collaborative Team Teaching (ICT) classes in grades K, 4 & 5. The ESL teacher pushes in to support ELLs in Literacy and other content areas. Students serviced receive the mandated minutes of ESL instruction required under CR Part 154, 360 minutes per week for Beginner and Intermediate ELLs and 180 minutes per week for Advanced ELLs. At this time the ESL teacher works with the target group of ELL's, using ESL methodologies to scaffold and differentiate to meet the needs of these students. The ESL teacher assesses students on an individual basis, looks at formal and informal assessment data used by the classroom teacher and also analyzes NYSESLAT scores in the different modalities in order to provide support that meets the needs of her students. In some instances where more intensive support is required for beginner and intermediate students, the ESL teacher uses a combination of pull-out and push-in support. This pull-out support is limited to no more than 180 minutes of the total 360 mandated minutes. In this way the teacher sees the areas of need a child is manifesting during instruction in the classroom and can focus on providing more intensive support outside the classroom in a small group. The ESL teacher communicates on an ongoing basis with the classroom teachers in order to support and follow the curriculum.

P.S. 5 have a total of 62 ELLs in ESL Self-Contained classes as follows: 1 kindergarten, 1 first, 1 second, 1 third and 1 fourth grade. Teachers in self-contained ESL classes are licensed in both ESL and Common Branches. Our Kindergarten Certified Special Education ICT teacher also holds an ESL license and is able to provide additional ESL support to ELLs and ELLs with Special Needs in that ICT class. Our 5 ESL Self-Contained classes in grades K-4 combined, service mostly students who have scored advanced in the NYSESLAT. The ESL classes also have English proficient and non-ELLs students to provide opportunities for students to learn content and language from one another during cooperative and small group activities. All subjects are taught in English using ESL methodologies. The teachers use the same standards, programs, and curriculum used by other classes on the grade. However, teachers adjust the instruction to meet the needs of their second language learners. Teachers scaffold and differentiate to help their second language learners meet grade level expectations. Content area lessons are taught using the six types of scaffolding techniques included in Walki's (2003) model: modeling, bridging, contextualization, schema building, text re-presentation and metacognition. During collaborative planning, teachers discuss what strategies and modifications will help their ELL students. Teachers also use the principles of Universal Design for Learning to design instruction for all learners.

Transitional Bilingual Program: In addition to teaching Social Studies and/or Science in English, supported by ESL methodologies and reading strategies with an introduction or conclusion in the NL bilingual students are also provided with a daily 45 minutes ELA block.

ESL Program: 120 minutes daily ELA block that includes reading, word study, writing and independent reading.

All ELLs at P.S. 5 receive the NYS CR Part 154 mandated number of units required for ESL and Native Language (NL) instruction. Please see program descriptions in part A for how ESL and Native language instruction is delivered in the different programs. Regardless of program, all beginner and intermediate ELLs receive a minimum of 360 minutes per week of ESL instruction and advanced ELLs receive a minimum of 180 minutes per week of ESL instruction. Beginner and intermediate ELLs in TBE programs receive a minimum of 90 minutes per day of Native Language instruction and Advanced ELLs receive a minimum of 45 minutes per day of NL instruction. In order to ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program, an Assistant Principal in charge of the ELL Program meets with ESL and Transitional Bilingual teachers to design their schedules.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

: Question #3

PS 5 is committed to making content and language comprehensible and accessible to our ELLs so that they can meet the demands of the Common Core Learning Standards (CCLS). This includes implementing the following research based instructional shifts in Literacy: balance of informational and literary text; knowledge in the disciplines (Social Studies and Science); academic and text based vocabulary; close reading of complex (grade level) text; text based conversations; depth of knowledge (questioning); speaking, reading and writing grounded in evidence from the text. In math we are preparing our students to meet the demands of the CCLS through the following instructional shifts: Focus deeply on concepts that are prioritized in the standards to deepen students understanding of mathematics; fostering coherence by connecting the learning across grades for students to build new understandings; building fluency with speed and accuracy of skills in order to manipulate more complex concepts; develop a

deep understanding by finding many ways of arriving to the end results; choose appropriate concepts and apply to “real world” situations; and practicing the basic skills and developing deeper understanding of concepts simultaneously.

This year we are implementing research based common core aligned programs both in Literacy, “Ready Gen”, and in Mathematics, “Go Math”. Currently there is not a Spanish program such as “Ready Gen” that is aligned to CCLS. Therefore, TBE teachers select and use grade level complex text in Spanish for teaching Native Language Arts lessons. These lessons incorporate the CCLS aligned components found in Ready Gen. Appropriate text to support CCLS aligned lessons are selected from various resources such as “Trofeos” and Benchmark Reading in Spanish. TBE teachers also select appropriate English text for ELA/ESL from Ready Gen, Trophies, and Benchmark Reading. Whether in English or Spanish, ELLs are exposed to the same units of study and CCLS aligned instruction as all other students at PS5. Teachers are paying close attention to developing multiple entry points for ELLs and Students with Disabilities (SWDs) so that students can gain a deeper understanding of the content.

Performance tasks/assessments are embedded in to the Common Core-aligned curricula. In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. In math, students will demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. Students will be engaged in real world problems that require more than one step in finding the solution. Students will continue to develop their writing skills in math to communicate their mathematical thinking. In addition, grade Inquiry teams will closely examine student work to make instructional adjustments and design next steps. Furthermore, to maximize academic and linguistic development and transfer of skills in both languages, the writing is being linked with Social Studies and Science. To make content and language accessible and comprehensible for all ELLs, teachers implement instructional scaffolds during lessons. The six types of scaffolding that are included are modeling, bridging, contextualization, schema building, metacognitive development, text manipulation and language. (Walqui’s 2003)

In TBE classrooms the native language is used to make language comprehensible and teach content. This allows our TBE students to transfer skills and concepts taught in the native language to second language learning. TBE teachers help students make connections while also explicitly teaching the skills and concepts that are different in Spanish and English.

The gradual release model is used in both languages for instruction in Literacy, Math and other content areas. The teacher models, then the teacher and students practice together, and lastly, the students perform independently. For example in literacy, all students are exposed to grade level complex text through whole, shared, guided and independent reading experiences. Teachers model close reading, answering text based questions, and finding evidence from text to support ideas and arguments. In addition, all students are exposed to grade level/CCLS content in mathematics. During all instruction, teachers check for understanding to identify students in need of additional support and/or scaffolding. This is done either through small group or one to one instruction. The goal is to move students toward independence.

TBE teachers in Kindergarten and first grade utilize the native language supplemental program “Estrellita”. Estrellita is a systematic phonetics program that develops basic phonics and reading skills in Spanish. This program helps students build a strong foundation for reading in Spanish. TBE students are then able to transfer skills to support reading in the 2nd language. In grades K-2, “Foundations” program is used also used to supplement and support the teaching of foundational skills for ELLs who are emergent readers of English.

We recognize the essential role that academic language plays in the success of our ELLs. Teachers are developing academic language throughout the day by having instructional conversations as they focus on both language and comprehension in all content areas. This approach to conversation was taken from the research of Dr. Lilly Wong Fillmore, ICILSO, April 2008. In all our ELL classrooms, vocabulary is being introduced and reviewed. Tier 2 or “mortar” words and Tier 3 or “Bricks” (from Building Academic Success by Jeff Zweirs) are being taught in all subject areas. “Mortar” words are used across disciplines and often require explanation such as canopy and environment. “Bricks” are words that are specific to a content area such as forest, steamy, and parabola. Our common core aligned literacy and math programs, Ready Gen and Go Math, explicitly teach text based vocabulary, words that are important for understanding concepts within a text/chapter, and words in context (words which are sophisticated or unusual for known/unknown concepts).

We recognize the importance of accountable talk to the development of second language skills. Accountable talk or instructional conversations provide students with the opportunity to use academic language in meaningful ways. These conversations allow students to explore ideas, different perspectives and require them to continuously use their text as reference. Ready Gen provides opportunities for team talk in which students have conversations based on complex text. Student are trained to go back to the text to find evidence to support their ideas and opinions as required by the Common Core Learning Standards (CCLS). Go Math provides time for “Math Talk” which allows students to have conversations about the problems they are solving, the different ways to solve them, and the opportunity to prove which method is more efficient.

English Language Learners need explicit instruction in expressing themselves orally as well as in writing. It is important for them to recognize the differences between conversational, formal spoken and written English in order to improve their English Language skills. Language prompts are being introduced to support ELL students when expressing ideas orally or in writing. Our ELLs are taught to use prompts or language patterns to express language strategies they do not understand, to report in groups or with partners, to report other people's ideas, and to acknowledge other people's spoken or written ideas. Writing is also an essential component of our math instruction.

Idiomatic expressions and figurative language are explicitly taught in context. Idiomatic expressions are a reflection of culture and values that may be different from a student's own (Language Learners in the English Classroom by D. Fisher). This is an area that is difficult for ELLs to understand. The increased exposure facilitates better understanding, recognition, usage, and application. To help students internalize the idiomatic expressions and figurative language, teachers discuss them and provide students with opportunities to use this language in authentic ways.

P.S. 5 will continue to maintain research based instructional practices that are closely aligned to Common Core Learning Standards (CCLS). The approaches mentioned above will help students unpack the listening/speaking standards thus helping in reading and writing as well. At P.S. 5, we recognize the importance of preparing all our students for careers and college readiness; therefore Literacy and Mathematics instruction are designed to be rigorous and cognitively challenging. Continued professional development will be provided to teachers of ELLs in the alignment of ESL strategies, the use of the Native Language and the CCLS.

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

Question #4

Teachers in Transitional Bilingual Classroom use a variety of assessments in the Native language to inform instruction and meet student needs.

Running records are administered in Spanish to determine each student's instructional and independent reading levels. The data acquired from running records allows teachers to group students homogeneously for guided reading and to focus on specific strategies geared to student needs. This data supports students in knowing their independent reading levels and helps them set goals. When students read independently, teachers conference to assess strengths and teach a specific skill or strategy to move that student towards meeting grade level standards.

Students in TBE classes are also administered the CCLS aligned literacy performance tasks in the Native Language. If math instruction is delivered in Spanish, these ELLs are also administered the math performance task in the Native Language.

TBE teachers also meet as a team to look at Spanish performance tasks and student work/writing in reading and math using the ORID Protocol. Rubrics are used to assess student's progress towards meeting the standards in reading, writing and/or math. Teachers note patterns and trends to adjust and differentiate instruction.

In addition, teachers assess by checking for understanding throughout each lesson in order to adjust instruction as needed. Teachers also use formative assessments midway and at the end of each unit to assess students specific knowledge and understanding of content, vocabulary, skills and strategies related to each unit of study in math and literacy.

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

: Question #5

All ELLs are administered common core aligned literacy performance tasks in English. If math instruction is delivered in English, these ELLs are also administered the math performance task in English.

As explained in question #3, our instructional approaches foster language development to build listening, speaking, reading and writing skills. Teachers observe students oral responses in whole class, small group, partner and one to one settings. All lessons end with an opportunity for students to reflect and talk about what they have learned. In addition, Ready Gen requires students to share their writing performance tasks orally with the class. This provides teachers the opportunity to assess students' oral language and listening skills. Go Math allows teachers to assess students as they talk about math.

Running records are also administered in English to determine each student's progress in reading. The data acquired from running records allows teachers to group students homogeneously for guided reading and to focus on specific strategies and language geared to student needs. This data also allows teachers to support students in knowing their independent reading levels and to help them set goals. When students read independently, teachers conference to assess strengths and teach a specific skill or strategy to move that student towards meeting grade level standards.

All teachers also meet with grade level inquiry team to look at student work/writing in English using the ORID Protocol. Rubrics are used to assess student's progress towards meeting the standards in reading, writing and/or math. Teachers note patterns and trends to adjust and differentiate instruction.

Teachers in grades 3-5 administer the Periodic Assessment for English Language Learners to assess Ells English language skills. Data collected from these assessments support teachers in building on strengths and planing instruction that supports Ells listening, reading and writing skills.

In addition, teachers assess by checking for understanding throughout each lesson in order to adjust instruction as needed in English. Teachers also use formative assessments midway and at the end of each unit to assess students specific knowledge and understanding of content, vocabulary, skills and strategies related to each unit of study math and literacy.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Question #6

SIFE Students and Ell's less than 3 years in English Language System At the beginning of each school year we analyze our ELL population using LAB – R, NYSESLAT results, Home Language Survey, School History and parent interviews. This process allows us to identify any SIFE students. Presently, we have 7 SIFE students; however, we note that these students often register at different intervals throughout the school year. These students were placed with other beginner students (according to the NYSESLAT or LAB-R) who have been here less than 3 years. These students receive a 60/40 model for instruction. Presently, we have 255 Ells that have been in an English Language System for less than 3 years: 138 receive TBE and 117 receive freestanding ESL. In our TBE classes in grades K -5, teachers differentiate instruction during the Literacy block in order to provide instruction that addresses a wide range of reading levels and language proficiencies both in English and/or Spanish. Students are also grouped according to academic level and language of instruction in order to address the academic and language needs of these students. If additional academic intervention service is recommended, these students either receive services by an academic intervention teacher or during the 50 minute tutorial. Academic Intervention teachers provide Spanish reading intervention to the neediest students in TBE classes. The “Estrellita” program is used for grades K-2 and the Spanish Benchmark for grades 3-5. For students receiving ESL, academic intervention teachers use Guided Reading Benchmark and/or Leveled Literacy Intervention by Fountes & Pinnel in English.

Guided reading groups provide instruction using text at the student's instructional level. To further develop their language skills, students are exposed to programs such as www.starfall.com in the computer lab. Also, other programs appropriate for second language learners such as Uptown Education and Samson's Classroom are used. Both programs are geared towards helping K-5 students to become better readers. Samson's Classroom focuses on three core building blocks: sight words, spelling, and reading comprehension. Uptown Education integrates the content areas as students develop comprehension. Students are able to log into both programs from any location. Imagine Learning, is used with the TBE class 5-414 to help ELLs with their language and literacy needs. All students use the same curriculum regardless of placement or setting to ensure equity for all students. Academic intervention teacher also pulls out, 4th grade students in a Free Standing ESL/Push-in class, 4th grade bilingual students, ICT 4th and 5th grade students and students from the ESL self contained class, one period per day to provide literacy support to the bottom third. During this time the classroom teacher also works with guided groups providing intervention/enrichment depending on student's level. Programs such as the LLI and Soar to Success are used to provide supplemental support. (this paragraph??)

Long Term ELLs and ELLs with 4-6 years of Service

We have 2 students that are long term ELLs. These twolong term ELLs receive Tier II intervention in Literacy. Both were offered placement in the extended day program but only one of them attends. The extended day program offers extra instruction in literacy and math, twice a week for 50 minutes each day, to support school day curriculum. Analysis of our data shows that 43 students in grades 3-5 have been receiving services for 4 to 6 years. These Ells are being closely monitored since they are at risk and in danger of becoming long term Ells. Our pupil personnel, academic intervention/ELL teams meet regularly (once a week) to monitor these students, as needed. Parents are involved in this process. Tier 1, 2 and 3 interventions are put into place to address the needs of these students. Tier 2 interventions such as Title I Academic Intervention Services, a combination of ESL pull-out & push-in, AT Risk SETSS, counseling and other referrals to outside agencies, etc. are put into place as needed. Students are continually monitored to evaluate success of intervention and to provide for flexible grouping that is based on present needs of students. When students are not making necessary progress they are referred for further evaluation and Tier 3 interventions. Programs used for interventions must be research-based.

Former ELLs

We at P.S. 5 recognize a need to continue to support students who have just reached proficiency on the NYESLAT. To receive extra support, selected students may remain in ESL Self Contained. However, all Teachers who target these students are trained on how to support former ELLs in their language needs as well as preparing them to achieve the standards in the ELA and Mathematics. Former Ells

in grades 3-5 that are in need of additional academic support are targeted and serviced either by an Academic Intervention Teacher during the school day or during our 50 minutes tutorial. They are also included in Title III after school and/or Saturday programs. Our data shows that these students eventually outperform our monolingual students.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

: Question # 7

Ells with Special Needs

Both Bilingual special education and ESL certified teachers follow the same Common Core aligned curricular and materials as that of their general education counterparts. In addition, ESL methodologies, as well as a variety of instructional accommodations are integrated into the daily lessons. By having an awareness of the learning needs of the ELL- SWD's, the teacher is able to modify instruction to address the student's individual needs. These accommodations and modifications are integrated and implemented throughout the day via teacher led direct instruction. The Ready Gen and "Go Math" programs include lesson accommodations for ELLs, as well as struggling students or students with special learning needs. Classroom teachers design their instruction along the suggested lesson guidelines presented in the teacher's manual and then modify the lesson to the student's individual needs. In addition, where grade appropriate, a variety of supplemental materials are available for the teachers to use to further build the English vocabulary of the ELL-SWD such as picture cards, big books and audio tapes.

Bilingual special education personnel/service providers who are credentialed and knowledgeable of Second Language Learners and ESL methodologies are available to consult with the classroom teacher on possible strategies that can be used to enhance the learning of the ELL-SWD population. For example, the Bilingual Speech & Language teacher is available to provide strategies on language acquisition for native Spanish speakers as well as Second Language Learners.

The school also utilizes the resources of the other related service providers, to provide direct or indirect support to both the classroom teachers as well as ELL students to enhance learning. For example, the Occupational therapist (OT) has flexibility in their scheduling for consultation in sharing strategies to modify instruction and break down activities into smaller, discrete chunks if needed. The OT may provide recommendations and assist with modification of materials to teachers of ELL-SWD students (consultative services) for students who require assistance. For example, using a slant board, varying seating or other environmental changes, providing pencil grips, using modified lined paper or modifications to worksheet, copying demands, etc. Multiple entry points are designed to help students maximize their academic performance.

The Administration, School-based Support Team, IEP Teacher, Special Education teachers and service providers monitor the services of our special needs population. All ELL-SWD who are not govern by New York State Alternate Assessment guidelines participate in the extended day/50 minute tutorial sessions to enhance language learning which will facilitate their performance on the NYS ELA and the NYSESLAT.

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

Question # 8

The diverse needs of all ELL's are thoroughly considered prior to making a recommendation that identifies the student as having an educationally related disability. PS 5 adheres to intervention practices as implemented through Response to Intervention (RTI) guidelines. Academic/behavioral intervention is provided via a three tier model:

1. Tier I intervention involves the teacher or push-in personnel differentiating instruction and modifying/accommodating instructional material in the classroom to address student needs. Student progress is tracked by teacher via curriculum based assessments
2. Tier II intervention involves the provision of small group instruction by trained personnel using specialized instructional practices that are scientifically based and include progress monitoring
3. Tier III includes more intensive and direct individualized instruction by specialized personnel using scientifically based remedial system that includes progress monitoring

Progress monitoring is conducted methodically to track student growth/outcomes before considering a referral for possible special education services. Regular revisits and data meetings allow for adaptations of intervention prior to a referral. When exhausting all options and determining that the ELL student requires a referral for possible Special education services, a thorough and

comprehensive bilingual evaluation is conducted that includes, but is not limited to: the teacher referral, review of student data, school records/history, and a social history intake with the parent, a classroom observation, and a psycho-educational evaluation. During the IEP meeting, program recommendations are made after considering the ELL's needs and how they may be addressed within the Least Restrictive Environment (LRE).

PS 5 has Integrated Co-Teaching (ICT) classes in grades K, 4 & 5, consistent with the federal mandates of the Least Restrictive Environment (LRE). These programs are designed by incorporating high performing students into the general education population, as peer models for our Students With a Disability (SWD). In addition, consistent with the NYSESLAT and the LAP guidelines, all identified and eligible ELL-SWD are integrated into their appropriate ICT or the 12:1:1 program, where instruction is conducted in English with ESL support services. The classroom teachers and ESL providers also have access to additional information of the SWD by means of the IEP, as available electronically via the Special Education Student Information System (SESIS). In addition, to assist all personnel involved in understanding each student's goals classroom teachers are part of the IEP team where the psychologist, social worker, service providers, parent, a special ed teacher, a district representative (administrator) and a parent representative long term goals and program recommendations as per IEP. Often our SWD require multiple related services such as; Speech & Language Therapy, Occupational and/or Physical Therapy and/or Counseling. Therefore, the ESL teacher uses a push-in model to maximize instructional time in the classroom.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

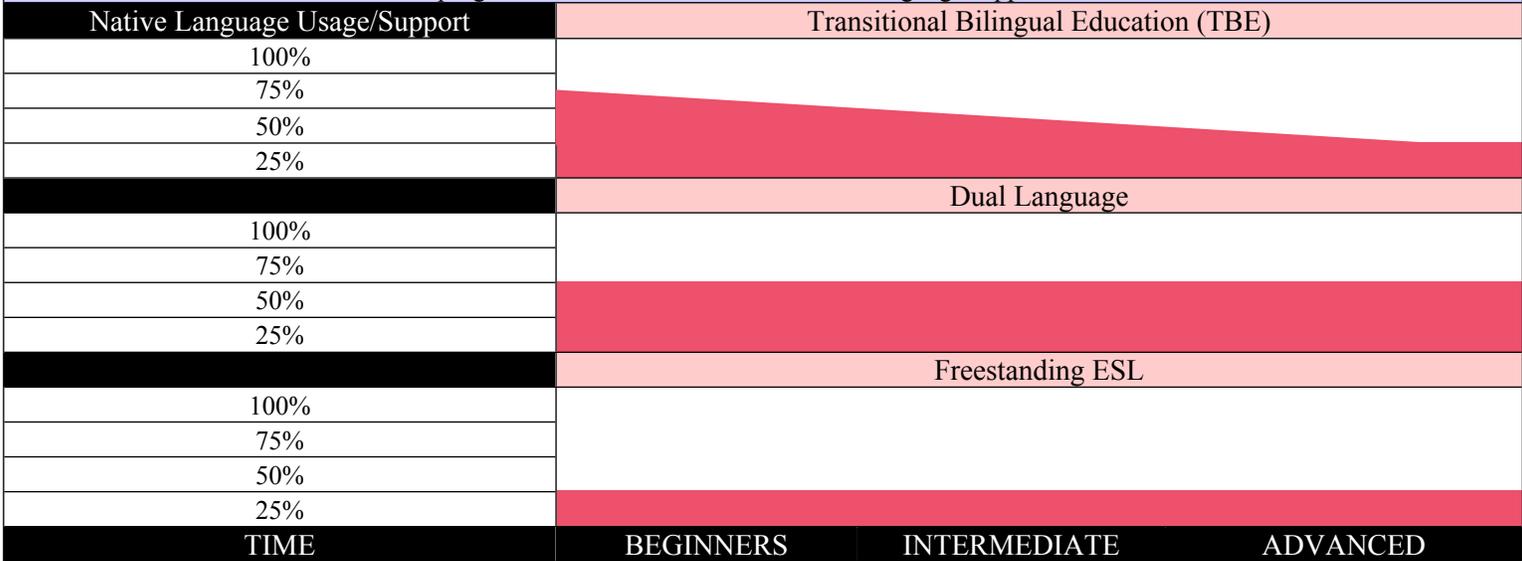
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The following instructional practices are consistent throughout the school in order to support ELL students in English and/or Native Language Arts: reading, writing, speaking and listening.

Reading: During our literacy block, teachers provide explicit teaching instruction that allows students to participate in a variety of literacy activities, including the following: close reading, text based vocabulary instruction, text based conversations (team talk), reading analysis instruction (character development, setting), etc. P.S. 5 is committed to making content and language comprehensible and accessible to our ELLs so that they can meet the demands of the Common Core Learning Standards (CCLS). This includes implementing the following research based instructional shifts in Literacy: balance of informational and literary text; knowledge in the disciplines (Social Studies and Science); academic and text based vocabulary; close reading of complex (grade level) text; text based conversations; depth of knowledge (questioning); speaking, reading and writing grounded in evidence from the text. In addition, to both motivate and assess student independent reading students take reading quizzes through the online Accelerated Reader (from Renaissance Learning).

In order to provide more individualized instruction teachers are using the results of the STAR Reading and Early Literacy Assessment to group students. Students take a base-line, mid-year and end-of-year literacy assessment, on the computer. This assessment is used as a universal screener for RTI. Classroom Teachers review the data and make decisions as to which students should receive Tier I intervention. These groups are provided with targeted skills that the teacher addresses during guided and/or independent reading. Teachers are able to obtain various types of reports such as the "Summary Report" that provides information on instructional reading level (guided reading level) and the zone of proximal development (ZPD), which is a range of reading levels for independent reading practice. Teachers also use other sources of data, such as the Fountas and Pinnell running records to inform their instruction.

TIER 2 Intervention

Students receiving Tier II intervention meet with the intervention teacher three times per week in groups of 5-6, for sessions of 20-40 minutes, during 6-10 week cycles. Instruction focuses on the 5 pillars of reading, phonemic awareness, phonics, fluency, vocabulary and comprehension. Tier I intervention continues in the classroom, provided by the classroom teacher. The STAR assessment is used for progress monitoring for Tier II intervention. At the present time, 45 ELL students and 8 Former ELL students are receiving Tier II intervention in English Language Arts. Out of the 45 students 4 of them have IEP's. They are being serviced by two bilingual teachers and one monolingual teacher with a reading license.

The Estrellita program is a supplementary, accelerated, beginning Spanish reading program. We use it for bilingual students in grades K-2. It provides multisensory instruction in phonemic awareness, phonics and fluency. The Estrellita program is utilized across Tiers 1,2 and 3. Progress monitoring is being conducted approximately every two weeks. Spanish Guided Reading Intervention-Benchmark Program is utilized with students in grades 3-5. The Star assessment in Spanish is administered for progress monitoring. At the present time 23 Bilingual students are receiving Tier II intervention in Native Language Arts. Out of those 23, two students are SWD's. Bilingual students are being serviced by two bilingual teachers.

TIER 3 Intervention

More intense intervention will be provided to students after a minimum of 20 weeks of Tier 2 intervention. Groups will consist of 1-2 students, for 45 minutes, five times a week. Programming will focus on the five pillars of reading, using a research-based program with progress monitoring for at least 10 weeks.

Writing: Writing skills and strategies are targeted during the Writer's Workshop minilesson and during individual student conferencing. During minilessons students are exposed to mentor texts providing models of writer's craft and structural elements of writing. During each unit of study students work through the writing process and publish a final piece of writing (50% literary and 50% informational) that aligns with the CCLS. Students write reflections about themselves as learners in reading, writing and math. Teachers use rubrics to determine the students' levels of progress and next steps in writing.

Math

All classes are using the Go Math! Program in English and/or Spanish. In addition to providing math instruction, the program provides enrichment, differentiated instructional options for our ELL students, intervention strategies and games to address the needs of our students on a daily basis. The Go Math! Curriculum provides RTI intervention that can be done immediately in the classroom. The program is designed to provide intervention on a daily basis to students who didn't grasp the concept of the lesson and provide Tier I intervention in the classroom. The curriculum also provides Tier II and Tier III intervention for students who need more support in the daily lessons. Many of these students are our ELLs. The tiered intervention lessons provide visual

models as well as hands-on, kinesthetic approaches to the content being taught. Manipulatives and a rich interactive on-line component also provide support for our ELLs. Students are challenged with the demands of the CCLS mathematical shifts through Higher Order Thinking problems on a daily basis that encourage students to apply mathematical concepts in a “real world” situation. This provides a different entry point that many of our ELLs can use to access the content.

In addition, our math coach will provide intervention to two groups of students. Both groups consists of students who are Ells and some of them also have an IEP. These students will be provided Tier II intervention at least 3 days every week.

Each classroom teacher has a math center to integrate literacy and mathematics instruction. The teachers have interactive word walls that include math vocabulary from books read from their center and from their daily instruction. The teachers are also working on increasing the amount of writing our students are producing in math. Students must reflect on the process used to solve a problem and explain their mathematical thinking. The writing reflections help the students to deepen their understanding and to internalize the content. It also serves as an informal assessment for the teachers in order to enhance their instruction.

We have a bridge bilingual class of 4th and 5th grade students. The classroom teacher provides the core math instruction to the 5th graders and one of our AIS intervention teachers provides the core math instruction to the 4th graders. The AIS intervention teacher has a bilingual license and is using the 4th grade Go Math! Curriculum in spanish.

Content areas: Language is a focus through all content areas. Teachers are introducing different types of language frames in order to help our students increase their oral and written communication skills, and communicate effectively in social and academic setting. In addition, writing instruction is being linked with Social Studies and/or Science to maximize academic and linguistic development and transfer of skills in both languages. Also, ESL teachers push-in whenever possible (two-thirds of the day) to guaranteed continuity in instruction. Furthermore, we are anticipating a Science after school program open to grade 4 students enabling them to practice and reinforce concepts and stimulate their scientific thinking. Bilingual students that participate will receive instruction in Spanish.

Title III

Through the Afterschool program funded through Title III funds, ELLs will have the opportunity to strengthening both Native and English Language skills in Listening, Speaking, Reading and Writing throughout all content areas. Students work in small groups according to academic and language needs. Teachers implement our “Portraiture Unit of Study” written by PS 5 teachers and administrators. In this unit students will analyze works of art while designing questions to deepen their understanding of artistic representations through mental images and connections. In addition, PS 5 teachers will be working very closely with resident teachers from Free Arts instructors will have a variety of materials at their disposition. For example, The Bookroom from Benchmark Education Leveled Text Program and the Nonfiction Reading and Writing Workshops published by National Geographic. Students will use laptops to conduct research as they develop and strengthen their literacy skills.

Another activity under Title III is Parents and Children Together in Art (PACT), an eight week, theme-based art experience for families conducted by Free Arts NYC (see freeartsnyc.org) two times a year. Twenty families participate with a total of approximately 60 people (parents and their children) in each cycle.

Social Emotional Component:

In order to address the socio-emotional aspect of our students’ education (ESL standard 5) the following programs are being implemented:

RULER Emotional Intelligence: A crucial area in the education of our children is to help them develop the emotional strength and perseverance needed for academic and personal success. “A recent meta analysis of research on programs focused on social and emotional learning, (SEL) shows that a systematic process for promoting students’ social and emotional development is the common element among schools that report an increase in academic success, improved quality of relationships between teachers and students, and a decrease in problem behavior (Durlak, Weissberg, Dymnick, Taylor, and Schellinger, 2011).” Towards that end we have acquire the RULER Program which stand for R recognizing emotions; U understanding emotions; L labeling emotions; E expressing emotions and R regulating emotions. Our two Assistant Principals attendeda 4 day intensive training during the summer month at Yale University and are currently involve in obtaining certification for the RULER program. Both Assistant Principals have already conducted several sessions in which the entire staff has participated. Hence providing teachers with the skills and coping strategies to model in order for their students to practice and acquire the emotional skills needed to succeed. PS 5 is committed to educating the “whole child”; therefore we will continue training all stakeholders on the RULER approach during the school year.

Children’s Aid Society: Our founding lead partner, bases their support on a “developmental triangle”. This calls for a strong instructional program, expanded learning opportunities through enrichment, and services designed to remove barriers of children’s learning and healthy development. The program runs 5 days a week from 2:20-5:00pm. It serves 64 ELLs.

Literacy INC (LINC)

All K-2 and Headstart students have an older reading buddy from grades 3-5 and from nearby middle schools, who they read with once a week throughout the school year. All ELLs and Bilingual students participate.

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

When analyzing the 2012-2013 Progress Report, we can see that ELLs in the 75 growth percentile or higher was 44.7% in ELA and 33.1% in math. Overall ELL progress was 53.3% (over ½ of our ELLs made progress). Although our ELLs did make progress, we noticed a decline in achievement due to the demands of the CCLS. In order to address these higher expectations, this year we are implementing new research-based common core aligned programs both in Literacy, “Ready Gen”, and in Mathematics, “Go Math”. At the present time we are making strategic instructional adaptations in order to meet the needs of our ELL students. Our teachers meet collaboratively and reflect on their instruction. This allows teachers to make instructional decisions to meet the needs of our ELLs both in content and language development. For example, the Ready Gen Program calls for teachers to first do an uninterrupted read aloud of a grade complex level text. Instead teachers have decided to now stop and check for understanding through questioning and by asking students to have instructional conversations. This allows teachers to informally assess children’s comprehension.

Currently there is not a Spanish program, such as “Ready Gen” that is aligned to CCLS. Therefore, TBE teachers select and use grade level complex text in Spanish for teaching Native Language Arts lessons. These lessons incorporate the CCLS aligned components found in Ready Gen. TBE teachers also select appropriate English text for ELA/ESL from Ready Gen, Trophies, and Benchmark Reading. Whether in English or Spanish, ELLs are exposed to the same units of study and CCLS aligned instruction as all other students at PS5. Teachers are paying close attention to developing multiple entry points for ELLs and students with disabilities (SWDs) so that students can gain a deeper understanding of the content.

To evaluate the effectiveness of these new programs, performance tasks/assessments both in Spanish and English are embedded in to the Common Core-aligned curricula. Performance Tasks will be administer throughout the year to periodically assess our programs’ effectiveness and make any necessary strategic adjustments. Grade Inquiry teams will then closely examine the student work to make instructional adjustments and design next steps. This will allow us to determine the effectiveness of these new programs for our ELL students.

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

See question #10 for description of new programs in literacy and mathematics.

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

During the last school year, 2012-2013, we departmentalized, so that part of day ELLs had an ESL teacher for either Literacy or Math. This allowed ELLs to be serviced the required number of minutes. However, teachers reported that the movement from class to class and the change of teacher increased behavioral issues. They also reported that some students had difficulty adapting to different teachers. After analyzing the math data we noticed that students’ performance decreased in mathematics after this departmentalization. Therefore, we decided to discontinue this practice.

After looking at the data and the research, the instructional team decided that our ELLs in self-contained classes needed to be exposed to more English language models. Therefore, this year we have a combination of ELLs with different proficiency levels and Non-ELLs in our Self Contained classes. This allows students to learn from one another as they engage in whole, small, partner and other cooperative group activities.

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

ELL students are afforded equal access to all school programs. These programs include: visual arts, technology, physical education, science enrichment and, choir. A master school schedule is created to ensure that all ELLs are included in the aforementioned above programs. Bilingual teachers and ESL strategies are used to instruct our ELL students. ELLs follow the same instructional expectations as that of their counterparts. Our new curriculum provides special activities and scaffolds for English Language Learners. All ELL students are also included in the RtI process and receive the academic intervention in English and in their Native Language when is needed. Children’s Aid Society provides an after-school program that offers extracurricular activities to our ELL population.

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

The instructional materials utilized at P.S. 5 include the following:

ELA

- Pearson Ready GEN
- o Trade Books
- o Strategy Handbook
- o Readers and Writers Journal
- Foundations
- Estrellita
- Harcourt Trofeos
- Benchmark Education Guided Reading Books (native language)
- Leveled classroom libraries

Social Studies

Supplementary materials are used to align with the social studies standards. These materials are used to support units of study. All K-5 teachers have a set of the Core Curriculum materials.

Mathematics

- o GO Math Student workbooks
- o GO Math Re-teach book
- o GO Math Strategic Intervention book
- o GO Math Intensive Intervention book
- o GO Math Enrichment book
- o GP Math Grab and Go Activity Center
- o GO Math i tools (virtual manipulatives)
- o Animated math models

Science

The Cluster teachers use the FOSS System to administer instruction in English and Spanish. Additionally, the cluster teachers use the A+ Technology Solutions, Inc. Mobile Science Lab for instruction, thereby integrating technology to Science instruction. The main focus of A+ Technology Solutions is to enhance primary Science, use the computer to measure, record and monitor, and encourage children's questions. The classroom teachers use the Harcourt Brace series in English and Spanish and trade books in English and Spanish to teach Core Science Curriculum.

Technology

- o Kidspiration – Grades 2-5 (math)
- o Samson Classroom – Grades K-2 (develops vocabulary & also used in math and literacy)
- o Uptown Education – Grades 3-5 (vocabulary remediation)
- o Imagine Learning

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

The following LAP models (% Spanish instruction / % English instruction) are more consistent in our TBE classes: K-113 (23 students) uses 60 /40, 1-222 (29 students) uses 60/40, 2-210 (28 students) uses 50/50, 3/325 (18 students) uses 60/40 and 4/5-414 (24 students) uses 50/50. Adjustments are then made to percentages of English and Spanish instruction to accommodate the needs of students with different language proficiencies in each TBE classroom. Our two TBE Special Education classes are K-2/214 (12 students) and 3-5 (9 students). The LAP in our 2 Bilingual Special Education classes is individually determined by the student's Individual Educational Plan (IEP) and NYSESLAT scores.

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

During the push-in, the classroom teacher and the ESL teacher conduct small group guided reading instruction and/or content area instruction. The ESL teacher assists the classroom teacher in scaffolding the lesson and front loading the vocabulary. During pull out the ESL teacher reinforces concepts and/or strategies covered in the classroom.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

At the present time we offer parents a Parent Orientation where parents learn about all types of programs at PS5 (i.e. Shen Wei Dance Arts, CAS, Literacy Inc.). Parents also take a tour of the school and visit classrooms.

18. What language electives are offered to ELLs?

none

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

C. Professional Development and Support for School Staff

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

P.S. 5 is a professional learning community that values life-long learning. We share a collective focus on student achievement, and regularly engage in reflective dialogue, collaborative planning, and welcome transparency in practice. This year, our instructional focus is Productive Struggle: students will engage in activities that are both cognitively challenging and accessible. Teachers' planning will strategically provide opportunities for independent practice and instructional supports during lessons, with the aim of building students' persistence through new or challenging tasks. We view Productive Struggle as having both cognitive and emotional intelligence strategies that need to be taught to students for success. Our professional development approach is designed with our instructional focus in mind. Professional development is provided in numerous formats, including workshops (both on and off campus), collaborative planning grade meetings, coaches and/or outside consultants, one-on-one coaching sessions, and classroom inter-visitations. Our TBE and ESL teachers participate in all of these models alongside their monolingual general education and Special Education colleagues and are also afforded opportunities that focus primarily on TBE and ESL strategies and techniques.

Providing time for teachers and administrators to attend the monthly ESL professional development given either by the Children First Network or from the Office of English Language Learners (OELL) is strongly encouraged and supported. The content of these workshop sessions include skills and strategies for strengthening ESL students' language and academic abilities as they transition from elementary to middle school. Teachers and administrators turnkey the instructional practice and information from these sessions to their colleagues in order to support ongoing instruction of said skills and strategies.

As per the Jose P. regulations that mandate 7.5 professional development, all teachers in the building receive in-school training from our ESL teachers, Assistant Principal and Generation Ready consultant during grade level and/or monthly school meeting. Also teachers have the opportunity to do intervisitations. Literacy, Mathematics coach, lead teachers and teachers in general also attend workshops from the Children First Network and/or OELL and then turnkey to the rest of the staff around best ELL literacy and language strategies. Furthermore, teachers receive in school support via the Children First Network ELL Instructional Support. Attendance and records are taken at the staff conference meetings. Focused learning walks are conducted throughout the year to ensure that all teachers are employing strategies for teaching English Language Learners.

The following structures are in place in order to most effectively provide professional development at P.S. 5.

School-Wide Instructional Team

Our Instructional Team addresses school-wide professional development needs and opportunities addressed based on CEP goals, frequent classroom visits, grade level planning meeting agendas and minutes, and Data Inquiry trends. Needs are met through school-wide, group, and individual sessions provided by CFN 209, OELL, Pearson ReadyGEN, Houghton Mifflin GO Math!, the Generation Ready consultant, as well as school-based personnel. The Instructional Team consists of the Principal, two Assistant Principals, one Math Coach, one Literacy Coach, one Bilingual Data Specialist, one ESL Specialist, and one Bilingual Special Education liaison. The team meets four times a month. In addition, Lead Teacher teams have been identified and consist of one Literacy Lead teacher and one Math Lead Teacher per grade. Lead teachers attend professional development sessions with both coaches and assist in turnkeying crucial information to their grade level team. Teachers were strategically chosen and represent General Education, ESL, and Special Education teachers.

Teacher Effectiveness / Goal Setting

Our school goals are to improve the quality of teaching through the alignment of practice to the Danielson Framework For Teaching and to use formative assessment (Literacy and Math performance tasks) to drive instruction. Over the past three years we have developed teacher practice around the Danielson Framework and the DOE / Citywide Instructional Initiatives. Our Assistant Principals have trained all teachers in the Four Domains of the Framework with an in-depth focus on components, as needed. An outcome of this professional development is that all teachers, including teachers of ELLs, must set professional teaching goals and use formative assessments to help students develop learning goals (both long and short term).

Our Generation Ready consultant, provides support throughout the school-year, and in collaboration with Assistant Principals and Coaches, develops teachers' utilization of data, as well as helping teachers align their teacher practice to the Danielson Framework in order to meet specific student needs.

Professional development is also being provided to develop teacher's understanding of Universal Design for Learning (UDL), especially due to our large ELL and SWD populations. This will allow teachers to differentiate and adjust instruction according to each child's need. Furthermore, Grade Inquiry teams will be supported in closely examining student work to make instructional adjustments and design next steps.

Grade Level Collaborative Planning Teams

All teachers plan collaboratively by grade at least once a week. Self-contained ESL classroom teachers, TBE teachers, and Special Education teachers plan side-by-side with their common branch colleagues. Grade Teams have developed protocols, norms, and roles to run each of their meetings. An agenda is prepared and notes are kept for each meeting. Agenda items vary based on grade-level needs. For example, teachers meet to discuss the current reading or math units of study, their alignment to CCLS and the integration of the Danielson Framework to improve the quality of their teaching. Teachers collaborate not only to gain a deeper understanding of the material, but to customize curricula for our unique student needs.

Professional Learning Cohorts

The Instructional Team has selected teachers to participate in a number of cohorts for professional development. Several factors were considered when selecting teachers, including those teachers with a high number of ELLs in their classes. The teachers will be responsible for utilizing their new learning in their classroom instruction, as well as turn-keying pertinent information to their colleagues in the collaborative grade planning meetings and/or Lead Teacher meetings. Additionally, an assistant principal will periodically attend the sessions with the teachers to help move the work school-wide and ensure for transfer into the classrooms.

Bilingual Professional Learning Cohort: We recognize the significant role that Native Language instruction plays in the successful acquisition of the second language; therefore K-5 Bilingual teachers meet as a cohort twice a month to discuss best practices for ELL, alignment to CCLS and Ready Gen program (enduring understanding, essential question, daily lesson planning), as well as searching for appropriate materials in Spanish. These meetings are facilitated by the Generation Ready Consultant at PS 5.

Ready Gen Curriculum Team K-2 Cohort: A Literacy Coach, an Assistant Principal, two ESL self-contained teachers and one general education teacher attend bi-monthly sessions, arranged by Ready Gen, focusing on the implementation of the program, alignment to CCLS and instructional shifts, appropriate use of resources, and instructional routines. In addition, teachers will become familiar with the Ready GEN Scaffolded Strategies Handbook, in order to enrich their instructional repertoire with research-proven scaffolds for ELLs, SWDs, struggling readers, and accelerated learners.

Network 209 ELA (Grds 3-5) Cohort: A Literacy Coach, one ESL self contained teacher and two general ed teachers attend. The work of the cohort, as described by the Citywide Instructional Expectation, is to "focus efforts and resources toward the goal of creating rigorous and coherent instructional experiences for students and educators". The literacy cohort is an opportunity to focus on effective planning and preparation and teaching strategies that support key instructional shifts. Samples of the activities participants engage with are as follows:

- Applying domain one of Danielson to critiquing and improving lesson plans. This activity will provide an opportunity for participants to focus on best practices for creating a highly effective lesson plan.
- Unpacking a ReadyGen unit and lessons to address the Instructional shifts and the expectations for rigor and engagement
- Providing hands-on strategies for supporting diverse learners

In addition, teachers will become familiar with the Ready GEN Scaffolded Strategies Handbook, in order to enrich their instructional repertoire with research-proven scaffolds for ELLs, SWDs, struggling readers, and accelerated learners.

Go Math Curriculum Team K-2 Cohort: The Math Coach, the Principal, one bilingual teacher and two general education teachers attend bi-monthly sessions, arranged by GO Math!, focusing on the implementation of the program, alignment to CCLS and instructional shifts, appropriate use of resources, and instructional routines. In addition, teacher will become familiar with the GO

Math ELL Strategy Book, in order to enrich their instructional repertoire with research-proven scaffolds for ELLs.

Go Math Curriculum Team 3-5 Cohort: The Math Coach, one ESL self-contained, one Bilingual and one General Education teacher attend bi-monthly sessions, arranged by GO Math!, focusing on the implementation of the program, alignment to CCLS and instructional shifts, appropriate use of resources, and instructional routines. In addition, teacher will become familiar with the GO Math ELL Strategy Book, in order to enrich their instructional repertoire with research-proven scaffolds for ELLs.

Native Language Cohort: Bilingual teachers will attend a four day Intensive Institute that supports both the language and literacy development of English Language Learners. The institute will focus on using Close Reading of text to support literacy instruction for ELLs. This institute is being provided by our network, CFN 209.

RTI Institute: Three teachers (two bilingual, one ESL self-contained) participate in a three days series, "Building a Strong Tier 1: The Cornerstone of Effective Reading Instruction for English Language Learners." The institute, being offered in collaboration with nationally renowned RTI Specialist, Diana Haager, PhD (California State University), will support effective teacher practice in the planning of differentiated reading instruction that systematically builds and strengthens oral language and vocabulary development.

Fundamental Reading Skills Cohort: Select teachers from Grades K-3 (3 bilingual, 1 ESL, 2 common branch teachers of ELLs, and 2 bilingual special education teachers) attended training on Foundations led by CFN 209. Foundations is a phonological/phonemic awareness, phonics, and spelling program. Lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during reading activities. In addition our K-2 bilingual teachers have been trained in Estrellita, a program that provides a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. The program includes the following:

- Accelerated, beginning Spanish Reading
- Supplemental to your core bilingual education program
- Multisensory instruction in phonemic awareness, phonics, and fluency
- Sequential, cumulative, structured, systematic, and differentiated direct instruction
- Continuous diagnostic assessment that informs instruction

Guidance Counselor Cohort: Guidance counselors have attended workshops on topics such as, Child Abuse, Transitional Housing and Transitioning from Elementary School to Middle School.

Throughout the school-year, student and teacher needs will be assessed and the Instructional Team will research other opportunities provided by CFN 209, the Office of ELLs, Generation Ready and other off-campus sources to support teachers with their specific ELL needs.

Furthermore, in order to address the emotional intelligence component of our instructional focus of productive struggle and ESL standard 5, all teachers have been trained in RULER.

RULER Emotional Intelligence: A crucial area in the education of our children is to help them develop the emotional strength and perseverance needed for academic and personal success. "A recent meta analysis of research on programs focused on social and emotional learning, (SEL) shows that a systematic process for promoting students' social and emotional development is the common element among schools that report an increase in academic success, improved quality of relationships between teachers and students, and a decrease in problem behavior (Durlak, Weissberg, Dymnick, Taylor, and Schellinger, 2011)." Towards that end we have acquired the RULER Program which stand for R recognizing emotions; U understanding emotions; L labeling emotions; E expressing emotions and R regulating emotions. Our two Assistant Principals attended a 4 day intensive training during the summer month at Yale University and are currently involved in obtaining certification for the RULER program. Both Assistant Principals have already conducted several sessions in which the entire staff has participated. Hence providing teachers with the skills and coping strategies to model in order for their students to practice and acquire the emotional skills needed to succeed. PS 5 is committed to educating the "whole child"; therefore we will continue training all stakeholders on the RULER approach during the school year.

C4 Professional Development Records are maintained in the following manner:

- A) Lead Grade Teachers maintain a binder with weekly agendas reviewed during collaborative planning. Attendance are

included.

B) 50 Minute PD/ All Day Chancellor PD/Grade Monthly Meetings/Monthly Faculty Conferences: A binder with agendas and attendance records are kept current in the main office.

C) Instructional Team Meetings: A binder with agendas and attendance records are maintained in the math coach's room.

Additional comments

P.S. 5 continuing goal is to provide high quality instruction to all our students so that they may meet the designated standards. We are dedicated to following all regulations and mandates when identifying, supporting ELL students and informing ELL parents regarding all programs, and the options that our school provides. We also are dedicated in providing high quality professional development to all our staff so that they may continue to provide quality education to our ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We recognize the importance of parental involvement to the academic success of our ELLs. Parents are an integral part of our learning community. Parents serve as leaders on school teams such as School Leadership Team (SLT), Parent/Teacher Association (PTA) and Language Allocation Policy (LAP) team. On these teams parents assist in developing a Comprehensive Educational Plan (CEP) whose goals are focused on the academic and social success of all our students. On these teams parents share their perspectives, help in the decision making process, and help implement plans that affect our school community. Specifically, parents are involved with decisions that are designed to ensure that the academic and social needs of ELL students are addressed.

Professional development workshops are provided, twice a month, for all our parents on issues relating to ELL learners such as Core Curriculum, Language Allocation, Academic Interventions, Promotional Criteria, Assessments (NYSESLAT, NYS Tests, etc.) and workshops related to social emotional topics. In addition, Parent Orientation sessions are held for all parents at the beginning of the school year and on a needs basis as new entrants are registered. Meetings are offered both in the day and evening, giving the opportunity for working parents to become active participants. All meetings are offered in parents' native language (Spanish) and written materials are provided in Spanish, Arabic, & other languages as needed.

Partnership with Children's Aid Society

As a community school, we partner with Children Aid Society in offering our parents different opportunities to become involved. Parents attend classes to learn English as a Second Language and also participate in yoga, technology classes, and GED workshops. This not only connects parents with their children's school, but for some provides the language and handicrafts training necessary for parents to enter the work-force. Parents also participate in discussions and informational workshops on topics of interest throughout the school year. Each year we host a Multicultural Fair on a Friday and A Parent /Child Fair on a Saturday. Parents and students are involved in a variety of workshops that include dance, painting, etiquette and protocol, exercise, cooking, reading to your children and other activities. As part of this fair we enjoy a meal together, a great multicultural performance and an exhibit displaying students and parents work. Parents are surveyed to assess topics of interest.

Literacy Inc parents and Teachers to Support Young Readers

This project aims to engage parents and families in their child's successful reading development in a way that complements the school curriculum and creates a literacy-rich home environment. Increase K-2 grader literacy achievement through better parent and community engagement that supports positive reading behaviors and attitudes.

Parent Volunteers

Our school also has an active parent volunteer program in which parents assist in classrooms and with a variety of activities (such as a.m. line up, picture day, book fair, trips, assemblies, dismissal, etc.) that help our school community.

Parent / Student Book Club

Four TBE teachers will conduct a parent / student afterschool book club (pending Title III funding allocation). The teachers will guide the group through reading a picture book or novel in both Spanish and English, depending on grade level. The teachers coach parents on strategies they can use when reading with the children at home. Each family will receive the selected text in English and Spanish. As a culminating activity, they will set up a performance where parents and children will act out the book and/or reflect on their experience.

Parents as Active School Participants

Our school has an active parent volunteer program in which parents assist in classrooms and with a variety of activities (such as a.m. line up, picture day, book fair, trips, assemblies, etc.) that help our school community. Our goal is to conduct welcoming activities for families new to the school and community, especially for Kindergarten families as well as new arrivals to the

country. These activities include a kindergarten orientation meeting to welcome them to our school community, a hands-on activity between the parent and the child. The families of new arrivals will be introduced to a panel of educators who will provide families with information on school activities and community services.

In addition, in partnership with Literacy Inc, we have a Reading Program where parents are involved with their children in grades k-2. This program is run by parent volunteers who provides other parents with an opportunity to enhance reading skills through the arts and crafts. This program takes place Tuesdays and Wednesday from 2:20-3:10.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

P.S. 5 continuing goal is to provide high quality instruction to all our students so that they may meet the designated standards. We are dedicated to following all regulations and mandates when identifying, supporting ELL students and informing ELL parents regarding all programs, and the options that our school provides. We also are dedicated in providing high quality professional development to all our staff so that they may continue to provide quality education to our ELLs.

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Part VI: LAP Assurances

School Name: <u>Ellen Lurie</u>		School DBN: <u>06M005</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wanda Soto	Principal		11/15/13
Ana Luisa Ariza-Paulino	Assistant Principal		11/15/13
Michele Garcia	Parent Coordinator		11/15/13
Frinet Camejo	ESL Teacher		11/15/13
Milka De Jesus	Parent		11/15/13
Santa Coker	Teacher/Subject Area		11/15/13
Diana Diaz	Teacher/Subject Area		11/15/13
Calisma Calwood	Coach		11/15/13
Rosemary Vargas	Coach		11/15/13
Alexandra Nieves	Guidance Counselor		11/15/13
	Network Leader		
Christopher Anest	Other <u>Assistant Principal</u>		11/15/13
Joanne Caceres	Other <u>Guidance Counselor</u>		11/15/13
Ana Lopez	Other <u>Related Serv Provide</u>		11/15/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 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

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 or translators are hired to do the translation.

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 is readily available 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 that is allowed for testing purposes.

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.

Most of our families are spanish dominant and in need of translation services in Spanish. PTA meetings held on a monthly basis show the majority of attendees require spanish translation. The Parent Coordinator translates on a 1:1 basis giving the more personal touch to our families. Many of staff members and two of the three administrators speak spanish and conduct translations simultaneously. Families are familiar with the school process and we send notices indicating translation services are available if they are in need of this service particularly for Parent-Teacher conferences, parent/family meeting with teacher, etc. During the monthly PTA meetings the principal has a "Principal Report" where she shares on a monthly basis and also provides translation services. It is shared that all information going to student homes receive information in both English and Spanish. DOE documents that are translated in other languages are also provided to our Arabic families.

Part B: Strategies and Activities

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

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. Any documents created by the school will be either translated at the school or by the vendor hired to do translations. During Parent Teacher Conferences translators are hired from the vendor to perform translations for monolingual staff members. Our community based organization, Children's Aid Society partners with us in providing some of their personnel for the evening translations. Many of them are familiar with the families they provide services during the after school program.

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.) Our Parent Coordinator is Bilingual and is able to translate for parents/guardians as they feel comfortable enough to have her sit in meetings with teacher or administrator. Translation vendors provide translators to monolingual teachers. Two of the three administrators speak Spanish and can clearly communicate in Spanish with the families.

The school has purchased the "Messenger" system that calls the student home and relays message in both English and Spanish. Message may include but is not limited to: school closed, weather watch, special event taking place at the school level, invitation to families for open school week, 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 that are 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 in a group or by an individual. Translations are submitted type-written in both English and Spanish. We also have a Messenger system that calls the home and messages are provided in both English and Spanish. The safety plan is shared with the PTA president as she often attends the safety meetings. At a PTA meeting discussions on the safety precautions the school takes are reviewed. Additionally with the new requirements of hard and soft lockdowns, notices are sent home explaining the safety measures taken at the school level in both English and Spanish. The AP in charge of safety provides copies of the Safety plan where families have access to it. The Parent Coordinator often translates any key information to families. The PTA Executive Board meets with the Principal frequently and any concerns or highlights are also discussed.

During Parent-Teacher Conferences signs are posted inside and outside throughout the building informing families of open school week and translation opportunities. Signs are kept throughout the year informing families translation services are available year round. During Open School Week families are invited to visit classrooms and view classroom instruction and join students in celebrating their learning. During the Title I elections the Bill of Rights are discussed and provided to families during the October meeting. We are considering providing it twice a year as it is a welcome reminder to both student and families in focusing on being positive, consistent and productive in order to be successful.

All notices sent home are in both English and Spanish. The Messenger services provides information to families via a telephone messaging system. Families also call the school and main office personnel communicates in both English and Spanish to any query.

The Family Room-Rm. 110 is a room where many families meet and discuss any questions they have and receive answers as well as participate in adult learning activities that are provided in both English and/or Spanish. All DOE booklets: Discipline Code for Citywide standards, Special Education Parent Rights, Respect for All, and Expect Success booklets/guides are provided to families in the language of their choice.

Our Guidance department has a bilingual social worker and guidance counselor that also works with our families when they are in need. PS5 is proud to say we have an open door policy where families can visit the school from 8:30am and can communicate with Parent coordinator, school leaders and teachers provided they are available at said time or make an appointment. We make all efforts to assist our parents/guardians/families with any support they may need.

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). 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

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"> • Per session 		

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"> Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		