



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

[06M005 |

School Name:

[ELLEN LURIE SCHOOL |

Principal:

[WANDA SOTO |

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Ellen Lurie School School Number (DBN): 06M005
School Level: Elementary Grades Served: Pre-K - 5
School Address: 3703 Tenth Avenue
Phone Number: 212-567-8109 Fax: 212-567-6526
School Contact Person: Wanda Soto Email Address: WSoto2@schools.nyc.gov
Principal: Wanda Soto
UFT Chapter Leader: Lee Nelson
Parents' Association President: Milka DeJesus
School Leadership Team
Chairperson: Santa Coker
Student Representative(s): n/a

District Information

District: 6 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway New York, NY 10033
Superintendent's Email Address: Mramire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 209 Network Leader: Marlene Wilks

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Wanda Soto	*Principal or Designee	
Lee Nelson	*UFT Chapter Leader or Designee	
Milka DeJesus	*PA/PTA President or Designated Co-President	
Altagracia Peralta	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Madelyn Gonzalez/Gary Perez	CBO Representative, if applicable	
Santa Coker	Member/Teacher	
Alice Falkenstein	Member/Teacher	
Rashiri Garcia	Member/Teacher	
Andrea Mitzi	Member/Parent	
Mirian Leiva	Member/Parent	
Maria Ramirez	Member/Parent	
Niurka Rodriguez	Member/Parent	
Casmire J. Villar Batista	Member/Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

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

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

The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 5, The Ellen Lurie School was built with the premise of being a Community Full Service School. It is located in the Inwood Heights section of Manhattan off the Harlem River Drive that houses approximately 695 students in grades Pre-Kindergarten through grade five. Changes in immigration and socio-economic patterns have shown a steady decrease in our enrollment over the past years. Although there is a significant Hispanic representation, the school is comprised of 8% Black and 91% Hispanic. The student body includes 45% English Language Learners (ELLs) and 16% Students with Special Needs. The school receives Title I funding and is a universal school where all of its children receive free breakfast and lunch.

The school vision states: PS5 is a professional learning community where all of its members achieve high standards and become life-long learners. Our mission states we are able to accomplish our vision by focusing on student performance and progress, strengthening the quality of teachers, teaching and learning, widening partnerships between school staff, students, home and members of the broader community and holding everyone accountable. The instructional focus for the year is Active Thinking Spaces (ATS) meaning that we will create rich learning experiences for our students by creating Engaging Activities, Rich Discussions and High Expectations for All!

Since its inception, PS5 has had a collaborative partnership with Children's Aid Society that includes quality health/medical, Dental, mental health services, Head Start and Early Head Start programs. Additional programs include an after-school instructional and recreational program as well as a host of support services including Holiday School, summer camp and a school based summer program.

In an effort to meet the academic and social needs of all students, PS5 has partnered with the following organizations:

- **Children's Aid Society (CAS):** PS5 was built on the premise of being a community full service school. This concept enables the school to be a hub where services are provided to students and their families. These services are provided by CAS to include health, medical, socio-emotional, academic and recreational opportunities. A PS5 staff member consistently serves as a provider within the CAS after school program in order to ensure an alignment between the school and after school program as well as to ensure consistency with intervention services to students. CAS also provides staff at strategic times throughout the year for example during different assessment times to assist and support teachers in continuing to implement curriculum while assessing. The CAS director also participates at the SLT as a representative providing opportunities to support students and their families with human capital/resources.
- **Carmel Hill:** Through our partnership students gain access to Renaissance Learning Accelerated Reader computer program that motivates students to increase their reading of books by allowing students to earn points after successfully completing quizzes based on their independent reading books. Teachers analyze data provided by the program to strategically group students to more closely meet their ELA and Math needs.
- **Center for Arts Education (CAE):** Teaching artists work with classroom teachers implementing the aesthetic inquiry approach and make curriculum connections.
- **LINC:** PS5 received the Mimi Levin Leiber School of the Year Award for its work with Literacy LINC in 2013. All K-2 students have an older reading buddy from grades 3-5 and nearby middle school who they read with once a week throughout the school year. In addition, all PS5 students participate in the TIGER (Together In Getting Everybody to Read) Read-a-thon. LINC also provides parent workshops and trains parents to volunteer in the classroom to support literacy development.
- **Asphalt Green:** The hiring of the Asphalt Green Representative works with children two days a week providing physical education activities adding to their physical developmental growth.
- **Free Arts:** Teaching artists and volunteers from Free Arts work with PS5 families after school to encourage family communication, cooperation and problem solving through art making activities. In addition, in partnership with CAS Free Arts mentors cohort 40 fourth and fifth grade students that have been followed since

grade 2. Out of this partnership a volunteer has extended her partnership to the school by volunteering to provide additional Literacy support to children during the school day and is in the process of forming a group of volunteers to do the same for the next academic school year.

- **New York Restoration Project (NYRP)** collaborates with PS5 as children learn about environmental science while studying the grounds of Sherman Creek. Students during the day and during after school use the outdoors to study units of Earth and Life science.

In 2013-2014 we adopted two core curricula that are Common Core aligned. Our Literacy program for monolingual classes purchased is Ready Gen and our mathematics program is Go Math for both monolingual and bilingual classes. During our first year, all classroom teachers were trained to adapt, use and implement the core literacy and mathematics program. The instructional team has selected comprehensive curricula that are appropriately aligned to the Common Core Learning Standards in Literacy, "Ready Gen", and Math, "Go Math" as per NYCDOE options. The CCLS aligned curricula provides teacher support from Kindergarten to grade 5 that addresses the needs of all students including our ELL's, SWD's and lowest third on a daily basis. This support allows teachers to differentiate their instruction in order to address the needs of all our students working towards the achievement of our school-wide goals and leading our students to become college and career ready. The instructional shifts are embedded so that literacy and content instruction reflects text based learning with a balance of informational and literary texts, reading and writing that is grounded in evidence from text and regular practice with close reading of complex text and its academic vocabulary. Math instruction is focused strongly on the standards, links learning within and across grades and is rigorous allowing for fluency as well as application and deep understanding of math concepts.

Our newly formed Pre-Kindergarten classes follow the Creative Curriculum that is forward-thinking, comprehensive, research-based and has research-proven curriculum resources. We house fifty-two of fifty-four children in three classes. We have been selected by the Department of Education to participate in the Wilson Multi-tiered Systems of Professional Learning and Teacher Support for a one year Pilot that helps to develop demonstration school sites within the NYC Department of Education implementing Tier 1 and Tier 2 literacy services using the Wilson Foundations program with increased fidelity and to build the internal capacity of these demonstration sites to self-sustain the program by developing teacher leaders as certified Foundations Facilitators.

PS5 follows a Language Allocation Policy (LAP) guideline to determine the instructional grouping of our ELL population. As a result of the student's performance on the NYSESLAT and parent request, students are grouped into one of three possible instructional options: Bilingual/Transitional, ESL/Self-contained classes or English only instruction. Where needed, ESL support is provided by certified ESL teachers in a push-in or pull-out program. Our student body also includes Students with Interrupted Education (SIFE) who first come to our school and have limited English language experience and/or interrupted schooling pattern. For these students, additional support is provided using a variety of resources.

We provide extensive educationally related at-risk intervention by utilizing the Academic Intervention Services as part of our Response To Intervention cycles. Our students with special needs are served in programs that are aligned with the Least Restrictive Environment (LRE) and flexible programming. These include, but are not limited to; Related Services, Special Education Support Services (SETSS), Integrated Collaborative Teaching (ICT), and Self-contained/ 12:1:1, 12:1 Special Education classes.

The **2013 Quality Review** reported the **school does well** in the following:

- * Across classroom teachers implement rigorous tasks in order to improve academic outcomes for all students.(1.1) (p.3)
- * Coherent teaching practices across classrooms provide students with scaffolds that support and challenge all students. (1.2) (p. 3)
- * The school has established a safe, nurturing environment that promotes the academic and social development of students and adults. (1.4) (p.4)
- * A variety of assessments is used by administrators and teachers to measure student learning and adjust curricular decisions. (2.2) (p.4)

The **Final PPO** response by the superintendent in **March 2014** stated the following:

Areas of strength

*As a result of the collaborative work of teacher teams, support staff and administrators, the school has fostered a common understanding of how the curriculum should be implemented across classrooms to engage students in

standards based tasks.(1.1) (p.1)

*The principal effectively uses a variety of data sources to monitor and revise school curriculum, intervention services and allocation of resources. (5.1) (p.1)

The **2014 (IIT) Review** was conducted May, 2014 with finalized posted results received October 20, 2014.

Areas of Strength were the following:

*Leaders make strategic decisions to organize programmatic, human and fiscal capital resources. (2.3) (p.4)

* The school leader establishes overarching systems and understandings of how to support student social and emotional developmental health an academic success. (5.2) (p.5)

* The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers and students. (5.3) (p.5)

*The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. (6.3) (p.6.)

* The school leaders and the school leadership team, which includes staff, parents, and community partners, have developed an environment that provides reciprocal communication between families and the school that ensures that student needs are identified and supported. (6.3) p.25)

* The positive relationship between the school and families contributes positively to student social and emotional needs, as well as student academic achievement. (6.3) p.25)

Quality Review 2012-13: Areas of Improvement

* 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) (p.5)

* Further develop structures to enable the school to effectively evaluate school level decisions and make revisions that support school improvement efforts. (5.1) (p.5)

Final PPO March, 2014: Areas for improvement

*Further develop pedagogical practices in order to deepen the implementation of rigorous standards based tasks, promote student accountability and independence to increase the academic achievement of all students. (1.2) (p.1)

*Support staff in the development of multiple strategies to assess student understanding of content taught during classroom instruction in order to plan for the specific needs of all students. (2.2) (p.1)

2014 DTSDE IIT Review

*The school leader has begun to implement curricula supporting the CCLS. However, teachers have not yet begun to use the curricula to plan for and deliver demanding lessons that meet the needs of all students. (3.2) (p.4)

*Teachers inconsistently use data to develop lesson plans aligned to the CCLS; plans do not always meet the needs of all students to improve achievement. (3.3) (p.4)

*The lack of formal interdisciplinary programs does not allow students access to multiple opportunities for engagement in activities that would improve their ability to become academically successful. (3.4) (p.4)

*The school staff is at the beginning stage of understanding how to collect and analyze assessments to inform curricula planning and instruction that supports the needs of all students and promotes student ownership of learning.(3.5)

*There is inconsistent evidence of planning designed to provide for student needs, and classroom instruction is not consistently driven by data. (4.2)

*There is little evidence of a formalized plan that addresses the protocols, processes, roles, and contributions of each member of the student support staff to ensure that the visions and goals of the school are realized. (5.4)

*A limited use of data to identify, monitor, and track student development limits the opportunities for students to become academically and socially successful. (5.5)

*The school has put in place several processes by which to ensure regular communication with students and families. However, the ability of this communication to promote high academic expectations for student achievement has not yet been seen. (6.2)

* Parents on the school leadership team revealed that the school leader shares information with them at meetings and always asks for opinions. Reviewers learned that school communications come in the form of report cards, phone calls, the school messenger system, the school newsletter, monthly calendars, and through the parent coordinator. (6.3) p.26

* Parent focus group interviews revealed that they did not feel knowledgeable enough about current educational trends to help their children create visions for the future based on achieving higher education. The school is seeking ways to build stronger relationships and partnerships with parents. (6.3) p.26

Our current Instructional goals are:

1. By June 2015 teachers will work together engaged in cycles of inquiry in order to improve students' analysis of common texts resulting in students' ability to make logical inferences that are supported by textual evidence as measured by a 5% increase on common/unit assessments measuring Common Core Learning Standards (CCLS). (Reading Standards for Literature (RL) 1, Reading for Informational Text (RI) 2, 3 and 5).
2. By June 2015, all teachers and students will be engaged in a comprehensive intervention program, Yale-Emotional Intelligence as measured by a five percent decrease in principal and superintendent suspensions as evidenced in OORS.
3. By June 2015 we will enhance our structures that support teacher teams using a protocol in the collaborative review of student work to ensure all tasks and curricular units created are fully aligned to the Common Core Learning Standards.
4. By June 2015 all teachers in grades Kindergarten to five will receive a minimum of three actionable feedback suggestions with specific attention to growing and developing professionally as evidenced by ADVANCE platform.
5. Although PS5 has established strong systems for parent engagement, from September 2014 to June 2015, we will continue to refine our sustainable parent outreach program to strengthen our partnerships by focusing on parents as partners in education and continue to expose families to CCLS, habits and academic behaviors required for students to be college and career ready that will be measured by a 5% increase in participation as evidenced by end of year sign-in sheets and agendas.

06M005 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	698	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		89.2%	% Attendance Rate	92.7%
% Free Lunch		80.9%	% Reduced Lunch	0.3%
% Limited English Proficient		44.8%	% Students with Disabilities	16.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	8.2%
% Hispanic or Latino		90.8%	% Asian or Native Hawaiian/Pacific Islander	0.4%
% White		N/A	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		14.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	8.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		11.0%	Mathematics Performance at levels 3 & 4	16.8%
Science Performance at levels 3 & 4 (4th Grade)		55.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			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 (2012-13)				
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	YES
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	NO
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	I
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school community we have worked towards developing a data driven culture where all teacher teams collaborate to ensure that our instructional program is rigorous and that we are using our student performance data to inform our instructional adjustments. As a result, we set the following goal for last school year:

* 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.

The findings of our Integrated Intervention Team revealed that we are still developing in this area. However, as a school community we have identified the following strengths that grew out of our yearlong focus in 2013-2014 school year, based on our Quality Review data, our student performance data on both NYS examinations and school-based assessments:

Strengths:

- Time has been strategically organized to ensure that all teacher teams engage in data inquiry cycles that include analysis of student work products, lesson planning, implementation and subsequent data analysis and instructional adjustments. (2013 Quality Review report, p. 4)
- On our instructional NYS ELA and Mathematics exams we evidenced a minimum growth of 2% across all grades in both subjects (except Grade 5 in Math). (www.NYSED.gov)
- We evidenced a 7% growth in Levels three and four amongst our African American male students in both ELA and mathematics. (www.NYSED.gov.)

- Our students across grades have made growth in using a range of close reading strategies such as annotation and developing gist statements. Students have greater facility with the use of accountable talk stems and talk routines to support classroom discussions. (2013 Quality Review report 2013 p. 4)

Needs:

- There is still inconsistency in the planning and implementation of CCLS-aligned instruction that addresses the individual and group needs of all students. As a result, instruction is not sufficiently rigorous across classrooms. (DTSDE IIT report p. 13)
- Across classrooms, reading instruction does not provide adequate opportunity for students to engage in critical analysis of texts, in order to make and support their own inferences about the text. Most instruction is centered on students locating and citing evidence, rather than making their own inferences about what the text says. (Network feedback 2013-14)
- During the classroom visitations, reviewers noted that although some classes included instruction that allowed for reflection and deep thought, others did not. On a number of occasions, reviewers observed teachers answered their own questions, rather than allowing students time to frame and make responses. (DTSDE IIT report p. 18)
- Across teams there is inconsistency in understanding how to collect and analyze assessments to inform curricula planning and instruction that supports the needs of all students and promotes student ownership of learning. (DTSDE IIT report p. 15)
- Teachers inconsistently use assessment data to provide students with feedback on the areas for improvement they need to focus on. (DTSDE IIT report p.15)

A careful analysis of our data and practices has lead us to conclude that we must set an improvement goal that will increase the rigor of our instructional practices and engage students in tasks that challenge them to think and defend their thinking across subjects.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 teachers will work together engaged in cycles of inquiry in order to improve students’ analysis of common texts resulting in students’ ability to make logical inferences that are supported by textual evidence as measured by a 5% increase on common/unit assessments measuring Common Core Learning Standards (CCLS). (Reading Standards for Literature (RL) 1, Reading for Informational Text (RI) 2, 3 and 5).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Action/Strategy: Building teacher Content Knowledge <ul style="list-style-type: none"> • Unpacking the CCLS RL and RI standards in school-wide and grade level meetings. • Analyzing the NYS Released questions to gain insight on 	Teacher Leaders Teachers Coaches	September - November	School Leaders Lead Teachers PD Team

<p>what each standard requires at each grade level.</p> <ul style="list-style-type: none"> • Developing questions and prompts aligned to each of the priority standards. • Determining research-based strategies for supporting all students including English Language Learners and Students with Disability to master each standard. 			
<p>Action/Strategy: Lesson Planning and Implementation Cycles in Collaborative Teacher Teams.</p> <p>Activities</p> <ul style="list-style-type: none"> • Teacher teams will unpack the Literacy unit, including standards and task to create a coherent sequence of learning targets. • Teacher teams will read the texts together and plan questions and prompts that will lead to deep understanding of the connection between characters, motivations, relationships and events. • Teacher teams will design coherent instruction including long term and supporting learning targets and a sequence of standard-aligned formative assessments. • Teacher teams will analyze teacher products and student work and use the findings to create, differentiate and make strategic instructional modifications for groups of students and individual students including students with disability and English Language Learners. • Administrators will identify and leverage teachers who demonstrate highly effective practices in supporting English Language Learners, Students with Disability and at risk students. • Administrators will conduct cycles of instructional rounds focused on providing formative feedback aligned to student data and professional development foci. • Three day F-Status person providing academic intervention services for students in early grades • Extended Learning Time (ELT) provided by Achievers (AES) will be offered to grade 3-5 students starting Mid-January on Saturday's to increase Literacy and mathematics instruction based on their needs for fifteen weeks/forty-five hours. 	<p>Coaches</p> <p>Teacher Leaders</p> <p>Teachers, Coaches</p> <p>Teachers, Coaches Special Education Support</p> <p>Teachers, Coaches Special Education Support person</p> <p>Network Grade 1-2 students; small groups Small groups (10 max)</p>	<p>October – June</p> <p>January-April</p> <p>Starting January 10th – (45 hours/15wks)</p>	<p>Administrators Coaches Teacher Leaders Teachers Network</p> <p>Achievers (AES)</p>
<p>Action/Strategy: Data Analysis Adjustments to PD Cycle</p> <p>Activities</p> <ul style="list-style-type: none"> • Teacher and administrators will work together to analyze the student work and data from assessments that address the priority standards. • Adjustments will be made to subsequent units and to the professional learning opportunities as needed. • Appropriate differentiation of for individual and group of students reflecting intervention or enrichment. • Information on student progress (as reflected in reteaching activities, close reading, and use of prompts) performance, and next steps will be shared with parents. • Periodic assessment reports showing student performance 	<p>Teachers, Coaches, Lead teachers</p> <p>Achievers</p>	<p>October – June</p> <p>Ongoing throughout the year</p> <p>January-Ma</p>	

--	--	--	--

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: School Leaders and instructional staff: Coaches, Network support and parents
 Instructional resources: Curriculum materials, EngageNY resources (professional learning opportunities) and technology (for instruction, communication and data)
 Time: Schedule of school level professional development, weekly common planning time, observations and inter-visitations, and parent outreach.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
---	-----------------	---	----------------------	--	------------------------	--	------------------	---	------------------	--	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

See Galaxy
 Math Coach: Title I SWP; Literacy and Data Coach: Contract for Excellence; Administration: FSF; Per Diem: Citywide Instructional Expectations and Focus/Priority funds

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Benchmark: September – Mid-January

Indicators of Progress:

- Teachers will have analyzed two units of study, unpacking the Common Core Learning Standards addressed and will have designed explicit teaching points/learning targets leading to effective teaching practice aligned to Danielson Framework 1a: Demonstrating knowledge of Content and Pedagogy and 1e: Designing Coherent Instruction.
- Teachers will have shown improvement in using texts and the standards to create questions, activities and assessments that address the target standards (This will be measured by improved teacher ratings in the following: Danielson Framework component 3b: Using questioning and discussion techniques, Component 3c: Using assessment in instruction and Component 3d: Demonstrating flexibility and Responsiveness).
- Teacher teams have identified patterns and trends in student work to identify areas of student progress and struggle and have made strategic instructional adjustments.
- Teachers will have analyzed NYS Released questions to gain insight on what each standard requires at each grade level
- Teachers will have analyzed data of unit exams
- By January parents have received at least two formal communications of student progress and performance.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	I

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school community we have worked towards providing a positive and safe environment that is conducive for all students to learn.

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). (2013 Quality Review report p.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. As a result, we set the following goal for the last school year:

- 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.

The findings of our Integrated Intervention Team revealed that we are still developing in this area. However, as a school community we have identified the following strengths that grew out of our yearlong focus in 2013-14 school year, based on our Quality review data, our On-line Occurrence Reporting System and DTSDEIIT report.

Strengths

- The school’s long standing relationship with the Children’s Aid Society helps support its 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 provide mandated and at risk counseling services to promote the emotional well-being of students. In addition, guidance

counselors 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. Posters throughout the school re-enforce expected behavior and are also highlighted as part of morning announcements to re-enforce and promote school values. Teachers meet with the assistant principals to regularly monitor student’s attendance and referrals are made to the attendance team that conducts outreach to parents in the form of phone calls, letters, and home visits, to promote high attendance rates. The school’s efforts to address the social and emotional needs of students have resulted in a decrease in suspensions as compared to last year. (Quality Review report p. 4)

- **5.2: The school has received a rating of *Effective* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional. (DTSDE IIT p. 20)
- **5.3: The school has achieved a rating of *Effective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers and students. (DTSDE IIT p. 21-22)

Needs

- There is a need to formalize a system whereby protocols, processes, roles, and contributions of all student support staff ensures the visions and goals of the school are realized. (DTSDE IIT p. 22)
- The school’s student support staff and school leadership team have not put in place a strategic plan to gather, analyze, and utilize data to identify and address the needs of all students. (DTSDE IIT p. 23)
- Limited processes and protocols to monitor the effectiveness of the work of the student support staff hinders their ability to identify areas of student need and adjust the use of resources to remove barriers to the social and emotional developmental health of students. (DTSDE IIT p. 23)

A careful analysis of our data and practices has lead us to conclude that we must set an improvement goal that will decrease the number of incidents taking place as well as engage all staff in monitoring and tracking student social and emotional progress.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers and students will be engaged in a comprehensive intervention program, Yale-Emotional Intelligence as measured by a five percent decrease in principal and superintendent suspensions as evidenced in OORS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Action/Strategy: Building teacher Content Knowledge Classroom implementation and ongoing training occurs to ensure that:	Classroom teachers	September - December	Administrators Guidance Department

<ul style="list-style-type: none"> * All staff will receive training using the Yale-Emotional Intelligence to create a classroom charter and a system for students to engage in “meeting time” in the classroom. * Teachers will address students who are having difficulty expressing their emotions by having classroom meetings to discuss positive character education skills and strategies (learn to accept we are all different and diversity is good) that promote acceptable and non-physical/non-violent behavior as they assert themselves positively creating a positive environment where there will be less likely to fight and develop empathy for each other. * Support staff will meet and share findings during the pupil personnel team (PPT)/ Response to Intervention (RtI)/ Academic Intervention Services (AIS) Team meetings. * Asphalt Green Rep will provide activities during recess for students to engage in physical activity that stimulates them and releases negative energy. The Rep will provide and teach students in learning how to exercise and maximize the recess time with physical activities thereby reducing incidents. * Students will be recognized for doing positive activities that promote positive attitudes or actions. * Monthly Charter Assemblies related to topics such as diversity, caring, friendship that promotes positive character development * Implementation of Meta Moment lessons * Parent training will address the use of the Yale-Emotional Intelligence program used in classrooms 	<p>Guidance Counselor Social Workers School Psychologists</p>		<p>School Assessment Team (SAT)</p>
<p>Action/Strategy: Systemic approach to document student incidents</p> <ul style="list-style-type: none"> * Classroom teachers will document student incidents and when necessary create Behavior Intervention Plans (BIPS) based on the frequency of incidents as identified in the Functional Behavior Assessments (FBA) with the collaboration of the guidance personnel. * The use of the Pre-Referral Intervention Manual (PRIM) where teachers can use strategies and suggestion to promote positive behaviors amongst students. * Social Workers, Guidance Counselor and School Psychologist will record interventions with students * On a Bi-Monthly basis Social Workers, Guidance Counselor and School Psychologist will communicate with teacher. * Teacher will communicate with parent/family pending frequency of incidents or a minimum of twice monthly. * Students who are frequently engaged in altercations will have an individual student plan generated * Classroom teachers will engage students in Meta moment activities * Monthly assemblies focusing on positive character development 	<p>Teacher Guidance Counselor Social Workers School Psychologist</p>		<p>Administrators Teachers Guidance Counselor Social Workers School Psychologist</p>
<p>Action/Strategy: Data analysis</p> <ul style="list-style-type: none"> * At monthly safety meetings discussion of incidents and comparison of previous years. * A comparison of the previous year’s Online Occurrence Reporting System (OORS) report during Safety meetings will be used to assess how incidents have been reduced and identify students with multiple incidents. * Development of Classroom Charters * Engagement of classes with Asphalt Green Rep Coach promoting physical activities during recess 	<p>Guidance Personnel</p>		<p>Administrators Safety Team</p>

* Parents will have an opportunity to discuss with the Asphalt Green Rep Coach activities they provide children during recess and make suggestions for healthy activities that can be done at home. * Parent workshops that include positive strategies to engaging children will be provided by the guidance personnel.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources: Part Time Social Worker for lower grades: Kindergarten to Grade two. Full Time Guidance Counselor working with grades three to five. One Social worker with Pre-Kindergarten students once a week. Social worker and psychologist to address Pre-Kindergarten children as well as students in all grades based on need. Time: School level professional development, monthly updates and parent outreach. Every Tuesday all staff has the opportunity to communicate with parents/families as well as communicate with colleagues to share student progress.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
See Galaxy GC: FSF, Title I; SW: FSF, Title I, RS Mandated; SW: TL SBST Shared; Psychologist: Idea SBST shared; TI SBST shared													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Benchmark: September–Mid January				
Indicator of Progress				
<ul style="list-style-type: none"> Two percent Reduction of suspensions as compared to the previous year as reflected on the Online Occurrence reporting System (OORS) Classroom Charters in every classroom Revision of Classroom Charters if necessary Implementation of Mood Meter lesson plans Individual plans for students with frequent incidents/offense Monthly assemblies Parent communication via progress report 				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 4 Statement of Practice (SOP) Addressed	HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school community we have worked towards developing an environment that engages teachers in activities geared towards success and improvement in the classroom and school. Teachers participate in collaborative planning and professional development that is focused on continuous improvement within a culture of mutual respect. As a result we set the following goal for the last school year:

- 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

Strengths

- We received a proficient in the school engages in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning (2013 Quality Review report p. 6)
- Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers. (2013 Quality Review report p. 6)

Needs

- 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. (2013 Quality Review report (p. 5)
- Although the school leader and Network have provided PD aimed at improving instruction aligned to the CCLS and shifts, instruction is not consistently planned and delivered in a way that meets the needs of all students. (DTSDE IIT report p. 17)

- The lack of consistently rigorous and demanding instructional practices and strategies does not lead to high levels of engagement and achievement for all students. (DTSDE IIT report p. 18)
- The inconsistent understanding and use of formative and summative assessments to inform instruction hinders the delivery of effective instruction and limits student academic achievement. (DTSDE IIT report p. 20)

A careful analysis of our data and practices has lead us to conclude that we must set an improvement goal that will increase the rigor of our instructional practices as teachers work collaboratively in designing explicit tasks and units challenging students to think critically.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will enhance our structures that support teacher teams using a protocol in the collaborative review of student work to ensure all tasks and curricular units created are fully aligned to the Common Core Learning Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Activities/Strategies: Building teacher content knowledge <ul style="list-style-type: none"> • Set a schedule enabling all teachers in a grade to plan collaboratively during the day at least once a week. • Professional development opportunities will focus on the planning of units, teachers using a variety of resources (Depth of Knowledge, Hess’ Cognitive Matrix, etc.) that will assist them in planning of lessons using differentiation to meet all student needs with specific emphasis on English Language Learners (ELLs). • Teachers will be covered by grade in order to plan for next unit focusing on modeling, use of visuals and teaching strategies. • Through the use of understanding by design (UbD)/backwards planning teachers will identify key understandings necessary for students to acquire and plan during collaborative planning sessions. • Data analysis of varying assessments will be conducted to evaluate student understanding and reteach opportunities. • Teachers have the opportunity to apply for the Extended 	Teachers Coaches Teacher Leaders	October - June	Administrators Data Coach Literacy Coach Math Coach

Learning Time, Achievers as they will provide academic intervention and/or enrichment students in grades 3-5			
<p>Activities/Strategies: Collaborative Planning cycles</p> <ul style="list-style-type: none"> Teacher teams will meet weekly for unit planning creating differentiation for all students through varying entry points of instruction by engaging in planning for group tasks that meet the needs of students as a result of their data analysis. Teachers will receive training in the use of protocols for analyzing student work products and assessment data in order to provide instruction for the specific and general needs of all students. Additional time for the literacy and mathematics coaches to be in classrooms to provide mentoring and guidance for all teachers to improve delivery of instruction. Additional PD for teachers on how to use Webb's Depth of Knowledge questioning techniques to foster deeper thought from students. Data Coach will work with teachers in using data driven instruction. Teachers will use Danielson 3b: Using Questioning and Discussion Techniques in order to challenge and assess student learning. 	Teachers Coaches Teacher Leaders	Ongoing October - June	Administrators Data Coach Literacy Coach Math Coach School Implementation Team (SIT)
<p>Activities/Strategies: Data Analysis</p> <ul style="list-style-type: none"> Teachers and administrators will work together to analyze student data from assessments that address priority standards. Adjusts to plans/units will be made as needed. Use of differentiation will be evident as reflected in plans Professional development will reflect teacher needs being addressed. 	Administrators Coaches Consultants Teacher Leaders Teachers	Ongoing October - June	Administrators Coaches Consultants Teacher Leaders Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: School leaders and instructional staff (coaches), consultants and parents
 Instructional resources: Curriculum materials, EngageNY resources, technology (for instruction, communication and data)
 Time: Schedule of school level professional development, weekly collaborative planning, observation and visitation feedback, parent outreach

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
--	-----------------	--	----------------------	--	------------------------	--	------------------	--	------------------	--	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

See galaxy
 Math Coach: Title I SWP; Literacy and Data Coach: Contract for Excellence; Administration: FSF; Per Diem: Citywide Instructional Expectations and Focus/Priority funds for grade/collaborative planning

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

September-Mid-January

Indicators of Progress

- Evidence of teachers using Hess’ Cognitive Matrix and Depth of Knowledge in lessons and units to differentiate tasks to meet all student needs.
- Teachers will show cohesive and explicit teaching point related to content specific lessons taught.
- Teachers will show an increased improvement in ratings in components of Danielson Framework 1a: Demonstrating Knowledge of Content and Pedagogy, Danielson 1e: Designing Coherent Instruction as reflected in ADVANCE.
- Teacher grade teams meetings across all grades will be evident by demonstrating consistency of the planning and the delivery of instruction for the units of study.
- Attendance sheet and minutes of planning sessions.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

||

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	[D]
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	[E]
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	[D]
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	[D]

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school community we have worked towards creating a school community and culture that leads to success, well-being and high expectations for all students by creating systems that are continuous and sustainable.

- 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

Strengths

- The school leader has made strategic programmatic, human and fiscal capital resource decisions to improve the school learning environment. (DTSDE IIT report p. 7)
- The school leaders partnered with the Children’s Aid Society to support the academic, social, and emotional needs of students and families. (DTSDE IIT report p. 7)

Needs

- Although the school leader has developed school goals in collaboration with the school leadership team, the school leader has not ensured that all members of the school community are aware of school goals. (DTSDE IIT report p. 8)
- All stakeholders are not fully connected to the implementation of the school’s Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals and long-term vision, which hinders progress toward achieving school goals and improved academic achievement. (DTSDE IIT report p. 8)
- School leaders provide feedback to staff that is not consistently designed to improve instructional practices,

which hinders teacher ability to make changes that would improve student learning. (DTSDE IIT report p. 9)

- Although school leaders have several plans in place for school improvement, there was limited evidence showing that data is collected and shared within the school community to bring about advances in student achievement. (DTSDE IIT report p. 10)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 all teachers in grades Kindergarten to five will receive a minimum of three actionable feedback suggestions with specific attention to growing and developing professionally as evidenced by ADVANCE platform.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Action/Strategy: Building Teacher Knowledge Activities: <ul style="list-style-type: none"> • Teachers will attend IPC meetings with administrators to discuss their annual goals for the year. • Review of ADVANCE rating from previous year • School Leadership Team members will share Goals • Professional development activities will be assigned to teachers through Learning Opportunities that are aligned to common core learning standards and instruction based on teacher requests and tiering of teachers. • Base on walkthrough feedback, teachers will be able to participate in professional development that will include inter-class visitations, lab sites and content/skill specific areas. 	Teachers School Leadership Team Parents Lead Teachers	September- Sept-Oct December- June Sept– June November - June	Administrators School Leadership Team Teachers Lead Teachers
Action/Strategy: Monitoring structures <ul style="list-style-type: none"> • Develop a comprehensive plan to ensure that school goals are known by all stakeholder groups and that each member of the school community understands the role they play in the realization of these goals. • Tiering of Teachers as reflected by ADVANCE rating 2014 • Develop a timetable and benchmarks, monitor progress toward meetings these benchmarks, share this information with the school community, and make adjustments as indicated. • Supervisors will ensure that feedback is meaningful and brings about measureable and observable changes in instruction that improve student engagement and 	Teachers School Leadership Team Lead Teachers	October- January September October- June (ongoing) September- June	Administrators School Leadership Team Teachers Lead Teachers

<p>achievement as evidenced in ADVANCE teacher reports.</p> <ul style="list-style-type: none"> Through supervisor feedback ensure teachers use the information to adjust teaching practices as evidenced in walkthroughs. Through the use of Datacation, software program it will help breakdown student data to inform and support instruction, professional development and curriculum planning. SLT will review goals and progress towards meeting them using an evaluation checklist created by the team. 		<p>October-June</p> <p>January-June</p> <p>January-June</p>	
<p>Action/Strategy: Analysis</p> <ul style="list-style-type: none"> Teachers will review recommendations made by school leaders and implement suggestions in order to maximize student learning outcomes. Teachers will be familiar with school goals and align instructional goals with school focus Interclass visitations and discussions with coaches will reinforce cohesive instruction across the grades fostering collaboration with teachers in and across grades.. Initial Planning Conference with teachers in September, Mid-February and June. 	<p>Teachers</p> <p>School Leadership Team</p> <p>Lead Teachers</p>	<p>October - June</p>	<p>Administrators</p> <p>School Leadership Team</p> <p>Teachers</p> <p>Lead Teachers</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: School Leaders, Teachers, Coaches, Parents

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
--	-----------------	--	----------------------	--	------------------------	--	------------------	--	------------------	--	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

See Galaxy

Math Coach: Title I SWP; Literacy and Data Coach: Contract for Excellence; Administration: FSF; Per Diem: Citywide Instructional Expectations and Focus/Priority funds

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Benchmark: September – Mid January

- School community will refer to School Comprehensive Educational Plan (SCEP) goals in terms of instructional alignment, their professional growth and its impact to student achievement and next steps to support Instructional Foci
- School Leadership team will meet at least two hours monthly to review goal implementation throughout the school
- Copies of SCEP will be provided to Lead Teachers to use as a resource in terms of expectations and planning.
- Teachers will have shared with School Leaders their professional goals and discuss necessary means of support through feedback made in ADVANCE

- Parent Survey distributed and tallied addressing school needs, parental input and highlighting programs that are successful. |

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|--|--|-----|--|----|

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	I

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school community we have worked towards developing and increasing parent involvement to ensure our families are welcomed, informed, engaged and empowered. As partners in education families are active participants in their child’s education. In order to ensure increased participation we set the following goal for the last year:

* 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.

The findings of our Integrated Intervention Team revealed that we are still developing in this area. However, as a school community we have identified the following strengths that grew out of our yearlong focus in 2013-2014 school year, based on Quality Review data and DTSDE IIT review report:

Strengths

* The school has established a safe, nurturing environment that promotes the academic and social development of students and adults by informing families with sending home monthly calendars, 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. In addition to workshops, parents are also offered courses such as English as a second language, the teaching of literacy skills at an early age, and computer classes, which allows 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. As a result, parents believe that they are better equipped to support the school’s effort as confirmed by parent interviews. For

example, one parent stated that this has mobilized her to begin researching colleges with her second grader to foster a college bound vision in her child. (2013 Quality Review report p. 4)

* received a rating of well-developed in maintaining a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. (2013 Quality Review report p.6)

* The school leaders and the school leadership team, which includes staff, parents, and community partners, have developed an environment that provides reciprocal communication between families and the school that ensures that student needs are identified and supported. (2014 DTSDE IIT p. 25)

* Reviewers found that stakeholders participate in school planning intended to provide support for students and their needs.

* The school leadership has provided pertinent workshops for parents. The parent interviews revealed that Back to School Night was used to inform parents of different methods to maintain communication between the school and the family.

Needs

* Although the school has put in place several processes by which to ensure regular communication with students and families, the ability of this communication to promote high academic expectations for student achievement has not yet been seen. (2014 DTSDE IIT p. 26)

* The school is in the process of developing partnerships with outside agencies within the community to promote and provide training for parents, which will enable them to support their children both health wise, academically and socially. (2014 DTSDE IIT p. 27)

A careful analysis of our data and practices has led us to conclude that we must set an improvement goal that will increase parental involvement by actively engaging our families.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Although PS5 has established strong systems for parent engagement, from September 2014 to June 2015, we will continue to refine our sustainable parent outreach program to strengthen our partnerships by focusing on parents as partners in education and continue to expose families to CCLS, habits and academic behaviors required for students to be college and career ready that will be measured by a 5% increase in participation as evidenced by end of year sign-in sheets and agendas.

Part 3 – Action Plan

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

<p>Action/Strategy: Building Family Content Knowledge</p> <ul style="list-style-type: none"> • Provide parents with additional workshops aimed at empowering families with the knowledge and skills in how to support their children’s health, academic and social development. • Provide teachers with additional PD aimed at strengthening the ties teachers have with their students and families. Teachers will provide workshops by grade to families making a home–school connection that enables families to build their content knowledge • Provide ongoing guidance for parents in helping them to better support their child’s education. • Establish and create new relationships with several agencies (Birch, Columbia Presbyterian, Mount Sinai, Hellen Keller vision program, Metropolitan Center for Mental Health, Inwood Community Center) to provide formal Professional Development opportunities aimed at assisting parents/families in their quest to support their children. • A Title III Parent-child programs families will be able to participate in common core related activities to increase their child’s language acquisition as well as increase parental knowledge and involvement. 	<p>Parents/Guardians</p> <p>Coaches</p> <p>Teachers</p> <p>Parent Coordinator (PC)</p> <p>Consultant</p> <p>Children’s Aid Society personnel</p> <p>Children’s Aid Society Parent Coordinator</p> <p>Parent-Children/ Parent PD</p>	<p>September – June</p> <p>October-April</p>	<p>* Administrators</p> <p>* Teachers, Counselors</p> <p>*Department of Education Parent Coordinator</p> <p>*Children’s Aid Society Parent Coordinator</p> <p>*Children’s Aid Society personnel</p> <p>Administrators</p>
<p>Action/Strategy: Planning of Parental Involvement workshops</p> <ul style="list-style-type: none"> • Teachers will provide content specific related workshops to help families familiarize with instructional expectations. • Teachers will meet with families to inform them of grade specific skills related to their child’s learning. • Counselors will provide workshops geared to children’s emotional development. • Outside agencies will provide professional development opportunities to staff and parents enabling all to make positive decisions impacting on student outcomes. • Conducting workshops to develop parents’ awareness of the New York Common Core State Learning Standards and the new curriculum (Ready Gen and Go Math) • Providing materials training and support to help parents work with their children to improve their achievement level. • Communicating student’s strengths and needs in both academic and personal domain with families. • Conducting workshops facilitated by the lead teachers/Teachers/Coaches to demonstrate the Implementation of the core curriculum. • Fostering a caring and effective home - school partnership to ensure that parents can effectively support and monitor their child’s progress. 	<p>Administrators</p> <p>Parents/Guardians</p> <p>Coaches</p> <p>Teachers</p> <p>Consultants/Outside agencies</p> <p>Social Workers</p> <p>Guidance Counselor</p> <p>School Psychologists</p> <p>Translators</p> <p>Teachers Service Providers</p> <p>School personnel</p> <p>Guidance Department Teachers</p>	<p>September through June</p>	<p>Administrators</p> <p>Parents/Guardians</p> <p>Coaches</p> <p>Teachers</p> <p>Social Workers</p> <p>Guidance Counselor</p> <p>School Psychologists</p>

<ul style="list-style-type: none"> • Providing assistance to parents in understanding State assessments. • Sharing information about school and parent related programs, meeting and other activities in a format, and in languages that parents understand. 	Teachers, Data Coach Teachers Guidance Support personnel		
Action/Data Analysis <ul style="list-style-type: none"> • Parent survey analysis of topics parents are interested • Increased parent participation in workshops as reflected in attendance sheet • Distribution of schedule of parent workshop topics • Tuesday communications with families • Two formal opportunities to provide feedback to parents on student progress and concerns. • Review of highly attended workshops • Provide parents with ongoing support and guidance on how to understand and use data to advocate for their children • Increased number of outside agencies providing parent workshops 	Administrators Parents/Guardians Coaches Teachers Social Workers Guidance Counselor School Psychologists		Administrators Parents/Guardians Coaches Teachers Social Workers Guidance Counselor School Psychologist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, Social Worker. Guidance Counselor, Parent Coordinator, Coaches, Administrators Instructional Resources: Curriculum materials, EngageNY resources, and technology (for instruction, communication and data) Time: Schedule of parental workshops, Tuesday meetings, PTA meetings, parental outreach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
See Galaxy GC: FSF, Title I; SW: FSF, Title I, RS Mandated; SW: TL SBST Shared; Psychologist: Idea SBST shared; TI SBST shared Math Coach: Title I SWP; Literacy and Data Coach: Contract for Excellence; Administration: FSF; Per Diem: Citywide Instructional Expectations and Focus/Priority funds; Parent Involvement: Title I and Focus/Priority funds													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
Benchmark: September – Mid January Indicators of Progress <ul style="list-style-type: none"> • Three percent Increase attendance at PTA meetings • Three percent Increase attendance at teacher lead workshops for parents • Two percent increase in Agency - related training provided to families • Evidence of grade specific content training for parents

- Fifty percent of parents in grades three to five attending at least one training or meeting with parent coordinator to support the use of data that connects with student achievement. |

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
---	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Tier I: Phonics and phonemic awareness delays; lowest third group identified by teacher; ELL students; low functioning SwD; at risk students; Students scoring Level 1 and Level 2 on NYS ELA Test	<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 includes 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 & Pinnell</i> LLI is a small-group, supplementary intervention program designed to help teachers provide</p>	<p>In class by the classroom teacher: Kindergarten-Grade 3 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>Out of Classroom Intervention-AIS/RTI teachers</p>	<p>During the school Day</p> <p>During the school Day</p>

		<p>powerful, daily, small-group instruction for the lowest achieving children in the early grades. Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N). LLI is designed to be used with small groups of young children who need intensive support to achieve grade-level competency. 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.</p> <p>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</p>	<p>Teachers use data to identify student population</p>	<p>Title 3 after school program</p> <p>Monday PD for teachers</p>
--	--	--	---	---

		<p>to make connections and a free flow of ideas and imagination.</p> <p>During the Interpretive level, teachers identify patterns to articulate underlying insights.</p> <p>During the last and not least important level, Decisional level, teams propose next steps in instruction.</p> <p>This process allows teachers to revisit and revamp best practices on a continuous basis.</p> <p>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 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 a Monday during the PD period for professional</p>		
--	--	---	--	--

		<p>development. Coach, APs, data specialist, network support as well as school visits support us in this process.</p> <p>4. ELL Title 3 program ELL program will target ELL students in grades 1-5 two times a week focusing on language /vocabulary development</p> <p>5. Focus/Priority Funding(ELT) 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, ELL, Levels 1 or 2.</p> <p>6. Response To Intervention (RTI)/Academic Intervention Services (AIS) teachers working with Tier 2 students in grades 2-5: Comprehension.</p> <p>7. 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>8. 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</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>All students are eligible 1:1 on computer</p> <p>Bilingual students in Bilingual classes</p>	<p>After School</p> <p>Saturday – 9-12noon Pending Focus Funding</p> <p>During the day</p> <p>During the day</p> <p>During the day</p>
--	--	---	--	--

		<p>principles, Estrellita provides multisensory, in depth instruction in phonemic awareness, phonics and fluency. Because it was designed to meet the needs of children at all skill levels, layers of differentiated instruction are built into the program. Estrellita maps “pictures to beginning sounds” to assist children in making the connection from the known (picture) to the unknown (grapheme). Estrellita introduces vowels before consonants. The program also provides a built-in review process to ensure that students retain previously learned sounds. Estrellita is based on the core structure of the Spanish language and is not a direct translation. Estrellita writing component is aligned with and 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.”</p> <p>9. Selected to participate in Phase 1 of the Speech Literacy</p>	<p>Speech Teacher collaborating with classroom teacher</p>	<p>During the Day, three days a week</p>
--	--	--	--	--

		<p>Support Initiative. Through this cross-disciplinary program, speech therapists and classroom teacher will work together, using evidence-based materials to provide early learners with the foundational building blocks needed to become successful readers, listeners, and speakers.</p> <p>10. Using Focus/Priority funds an F-Status Teacher to provide academic intervention services in Literacy to students in grades one and two.</p>	Small groups	During the day for 67 days-(3 times a week)
Mathematics		<ol style="list-style-type: none"> Supplemental resources Math Coach GoMath series Extended Learning Time Program: Pending Focus money 	<ol style="list-style-type: none"> On an as needed basis Working with teachers Daily instructional curriculum Small groups 	<ol style="list-style-type: none"> During the Day During the day Monday PD, mentoring During the day Saturdays
Science		<ol style="list-style-type: none"> Three Cluster Teachers A+ Technology Solutions, Inc Mobile Science Lab 	<ol style="list-style-type: none"> Whole class Whole class, small group 	<ol style="list-style-type: none"> During the day During the day
Social Studies		<ol style="list-style-type: none"> Rosen Classroom Books and materials are used to support Units of Study. For example, Exploring Community guide integrates ELA skills with the teaching of Social Studies (cause and effect, sequence chart, Graphic organizers, main idea, KWL chart, supporting details, etc.). Title 3 ELL after school program using National Geographic 	<p>Whole class Small group</p> <p>Groups of 15 - 20</p>	<p>During the Day</p> <p>After School</p>

		integrating Social Studies and Science curriculum to develop language skills.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated as per IEP Teacher and parent recommendation Students with frequent incidents	<ol style="list-style-type: none"> 1. YALE Emotional Intelligence Program: RULER 2. Related Service Provider providing IEP mandates; 3. Full time GC targeting grades 3-5 4. Three day Social Worker (SW) targeting grades K-2 5. SAT Team: SW and Psychologist available four times a week to support students and families 6. Pre-K Social Worker one day a week to support students and provide intervention 7. (CAS) Children's Aid Society– Partnership between CBO and the school. 8. CAS after school program provides students with social-emotional support during the Balance Center 9. PRIM Strategies are implemented by para-professionals, teachers and guidance personnel 10. Extended Learning Time 	<p>1:1, small group, Whole Class, Grade Assemblies</p> <p>1:1, small group, whole class</p> <p>1:1, small group, whole class</p> <p>1:1, small group, whole class</p> <p>On an as needed basis, 1:1, small group, whole class</p> <p>On an as needed basis, 1:1, small group, whole class</p> <p>Small group, whole class</p> <p>On an as needed basis, 1:1, small group, whole class(25 students)</p> <p>2-5 small group 10 - 25 students</p>	<p>During the day</p> <p>After School Program</p> <p>After School Program</p> <p>Saturday 9-12</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<input checked="" type="checkbox"/>	Schoolwide Program (SWP)	<input type="checkbox"/>	Targeted Assistance (TA) Schools
		<input type="checkbox"/>	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Retention of staff in the past has been relatively stable as most teachers 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.</p> <p>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, Teach For America, Teaching Fellows or open market.</p> <p>This year due to family leaves, retirement and opening of Integrated Coteaching classrooms we have hired nine new teachers. In August we met with all new teachers to the professional and provided them with an all-day professional development session on overview of PS5, knowledge of curriculum and basic key points for new teachers entering the profession.</p> <p>Seasoned teachers who are willing to share their craft often are mentors to new teachers during the year. They also become grade leaders as they are respected amongst their colleagues, attend workshops where they turn key information ensuring everyone is informed. Teacher's visit their peers classroom during focused classroom inter-visitations as they learn from each other to improve their craft. Coaches provide additional support and build relationships with teachers creating a collaborative environment.</p> <p>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.</p> <p>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.</p> <p>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 nine hired this year, seven are required to receive mentoring and we have put systems in place to ensure they meet/exceed these requirements.</p>

2b. 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).
<p>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</p>

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 (Common Core Learning Standards (CCLS) by grade; analysis of literacy and math CCLS in NYS Education assessments, etc.) providing them with opportunities to develop and sharpen their pedagogical skills. Additionally, grade teams meet to review and assess student work products as measured by grade standards and plan for next steps through the inquiry process. Teachers look at class and grade trends and plan accordingly.

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. Monday PD sessions are also used for professional development opportunities for the staff to develop their competencies.

Network PD sessions provides teachers to either improve in a specific subject or build capacity in the building by sharpening and refining their skill set and sharing information to their grade specific peers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

Additionally, the same process will be adopted for our three new Pre-K classes providing transition to both students and parent/families. Families will visit classrooms, review curriculum, observe instruction and meet with Kindergarten social worker for any concerns. The IEP teacher will be available to families to visit ICT or Self-contained classes that provide

the services as per program description for children with IEPs, related services and all will provide a sense of comfort and reassurance their child will receive what they need. Administrators are also present to support families based on their needs and concerns. Pre-K families will follow the required DOE Kindergarten registration process.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL team works together to identify the needed assessments for students that are required as there is impact in decisions made with teacher performance and rating. Throughout the year grades meet to identify the assessments of choice, on-going assessments, formal and informal.

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. Baseline data is used as a starting point showing any loss of learning during the summer as compared to the articulation cards used for promotion in June.

The teacher team structure allows teachers to use these results to reassess their instruction and content pedagogy.

With our Literacy curriculum, Ready Gen and our math curriculum, GO Math, multiple assessments are being used throughout the year. Each unit will identify if students have made growth. Teachers have been trained in the 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.

School leaders collaborate to assess school level data trends and plan appropriate responses for teacher development, PD and staff assignments.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	\$444,425	X	30, 33, 34, 35, Teacher Salaries
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$167,054	X	14,21, 25, 30,36, 37
Title II, Part A	Federal	\$161,837	X	Teacher Salaries
Title III, Part A	Federal	\$36,836	X	30,31,36,38
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,214,183	X	School Leaders, support staff and Teacher Salaries

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

PS5 Parent Involvement Policy (PIP)

At **PS 5, The Ellen Lurie School's** the 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;
- 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.
- PUBLIC SCHOOL FIVE AND CHILDREN'S AID SOCIETY will provide a Pre-Kindergarten program for children ages 4 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/Family Night
- 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 during the teacher's preparation period and after school or
- Home visits made as needed
- Reports/assessments provided weekly, monthly, or as needed.
- Monthly P.T.A. meetings-----Third Thursday of each Month
- Bi-Monthly parent workshops-----Fridays
- Special Curriculum workshops as needed
- Newsletter sent home quarterly
- Monthly Newsletters
- Parent Coordinator provides outreach to families

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

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

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

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

- See Parent Coordinator to get your application to be a school volunteer
- Speak with the teacher and get signed letter that you helped
- Sign in on the book on the counter in the office and at the security desk
- Parent Involvement in the school is very important. When schools and families work together to support learning, students benefit through higher grades, higher test scores, better attendance, more positive attitudes, higher graduation rates and greater enrollment in post-secondary education.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 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 (four conferences 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 12:20pm - 2:20pm and 4:30pm - 7:00 pm. The notices are sent home notifying them of the conferences. An electron phone messaging system calls all student homes informing them of conference

3. Provide parents with frequent reports on their children's progress. P.S. 5 practice an open door policy. We have parent Family Night where parents meet with teachers during the first month of school. This provides an opportunity for the parents/families to meet each other where expectations for the year are discussed.

4. We take into account that some parents/families 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-monthly 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 IS AS FOLLOWS:

- Kindergarten through Grade 5: No more than 30 minutes

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

- Read with your child in your home language
- Nightly Fosters a love, and passion for reading
- 30 minutes of reading develop fluent readers
- Tell Stories.
- Establishes the habit of reading ☑ Let your child have undisturbed reading time.

WHERE TO GET BOOKS!

- Let your child see you read for yourself
- NYC Public Library on Broadway and Academy Street ☑ Read a variety of materials.
- P.S. Five School Library
- 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: 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
Total # of ELLs to be served: 230
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 13
of certified ESL/Bilingual teachers: 11
of content area teachers: 2

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:

Rationale: Integrating the arts with English Language Learning can have profound impact on student outcomes. Research, shows that this approach to English Language Learning goes beyond improving engagement and retention to develop strategic and extended thinking.

This after school program will incorporate innovative practices that support arts integrated learning experiences including phonics and word recognition, identification of key ideas and details, craft and structure, integration of their own and others' knowledge and ideas; ability to draw, dictate and write to compose opinion and explanatory text and to participate in group discussion –all in the service of the development of creative classrooms that support arts and language literacy development.

Core Learning Skills

The afterschool program will support the following core learning skills for students participating in the program:

- Achievement of CCSS English Language Arts Reading Standards for literature/ informational text, foundational skills, and speaking, writing and listening.
- Acquisition of social and academic language skills that are age appropriate and essential to students' growth as young learners and members of their community
- Increased mastery of levels two and three vocabulary (academic and discipline-specific words and concepts)
- Increased artistic literacy (evidence of creating, performing, responding and connecting)
- Increased creative capacities (evidence of imagination, investigation, construction and reflection as defined by NCAS)

Classroom educators and teaching artists collaborate on devising and facilitating units of study that challenge students to construct increasingly complex understanding across disciplines. Scaffolded lessons involve creative work in a specific artistic discipline and related speaking, listening and writing

Part B: Direct Instruction Supplemental Program Information

tasks. Content is presented in a variety of formats, including texts, images, diagrams audio and video clips. New words and concepts are documented on large sheets of paper and revisited through the duration of the study, so that the class as a whole can build out from Tier I vocabulary to acquire and apply more complex understanding associated with academic studies. For example, an investigation of camouflage, a Tier III concept related to animal survival, may begin with an exploration of 'hiding' or "covering", followed by more challenging performance tasks of "arranging, overlapping and obscuring." Artistic production also is documented throughout, so that students and teachers can routinely reflect on individual as well as collective progress. Each unit of study culminates in an exhibition, performance or portfolio review designed to help students demonstrate and articulate the learning achieved.

Dates and Frequency: 20 days. 2nd week of January 2015- Third week of March. Wednesdays and Thursdays, from 2:30-4:30 pm

Number of facilitators: 11 certified Transitional/Bilingual and/or ESL teachers, 2 content area, CB teachers & 1 supervisor. Content area teachers will co-teach on a rotating basis with ESL/Bilingual teachers.

Number of students: maximum of 20 ELL students per group grds 2-5/ First grd groups maximum 15 students – Approximately 230 students to be served. Students will be grouped by grade appropriate according to language proficiency level.

Grades & Levels of Proficiency: ELL's in grades 1-5 from all proficiency (beginners, intermediate & advanced, and former ELLs) will participate in this program. In addition, new arrivals will receive part of the instruction in the Native Language to reinforce foundational skills in NLA.

Materials: National Geographic: Science, Inquiry, Content, Literacy Program

Center for Arts Services: Teaching Artist will co-teach with ESL/Bilingual/CB teacher = \$3,680.00. Any remaining funds will be use to purchase extra students' materials from National Geographic.

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

Part C: Professional Development

Begin description here: In order to support teachers with their instruction and thus enhancing student learning, the teachers will participate in a plethora of 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.

All teachers are participating in ongoing staff development, provided by PS 5 staff, Network 209 and Department of Education throughout the school year 2014-2015. 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.

Examples of topics: PD around our instructional focus: Active Thinking Spaces

A)Engaging Activities

B)Rich Discussions

C)High Expectations For All

2-Book Study: The Highly Engaged Classroom by R. Marzano and D. Pickering

3-Explicit Teaching Points that include Language Objectives

4-Data analysis

5-ESL strategies

6-ESL standards

7-Developing Academic Vocabulary

8-Aligning The Danielson Framework to Instruction

Professional Development sessions will take place every Monday from 2:20-3:40 pm. All teachers will participate in PD.

A Pearson consultant will be hired to provide training on ESL/standards/ strategies/ scaffolds.

\$3,683.00 will be spend to pay for the services. All Title III teachers will attend the PD sessions.

Part D: Parental Engagement Activities

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

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

Begin description here:

1-Mind in the Making (All cost for this activity has been paid by Children's Aid Society)

All parents are invited. Parents receive a school calendar and a letter inviting them to register. Eight weeks program in conjunction with Children's Aid Society. The cohort meets once a week. It started week of Oct 20th. Wednesdays English sessions are held. Tuesdays, Spanish sessions are held. This first cohort is meeting at PS 152 (a few blocks from PS5). Provider: Children's Aid Society

In January 2015 a new cohort will start.

For the past two decades, parents have felt ever-increasing pressure to buy expensive, high-tech learning toys and enroll their children in special activities that will give them an edge in getting into a good college and embarking on a rewarding career. Yet employers overwhelmingly report that young employees are not prepared for the demands of the 21st-century workplace. Specifically, they complain that the kind of skills successful workers need are typically not taught in school nor tested for — skills such as communicating effectively, working well with diverse groups of people, thinking outside the box, and being ongoing learners.

All these skills involve enhancing the “executive functions” of the brain—the brain functions we use to manage our attention, our emotions, and our behavior in pursuit of our goals. And none of them requires expensive equipment, coaches, or tutors. In this series of workshops parents will participate in discussions that provide explicit information on how to help their children develop the executive functions that will prepare their children for the demands of the 21st-century workplace. The following Executive Functions will be presented:

FOCUS AND SELF CONTROL: Children need this skill in order to achieve their goals, especially in a world that is filled with distractions and information overload. Focus and self-control involve paying attention, remembering the rules, thinking flexibly, and exercising self-control.

PERSPECTIVE TAKING: Perspective goes far beyond empathy: it involves figuring out what others think and feel, and forms the basis of children understanding their parents’ and teachers’ intentions. Children who can take others’ perspectives are also much less likely to get involved in conflicts.

COMMUNICATING: Communication is much more than understanding language, speaking, reading and writing – it is the skill of determining what one wants to communicate and realizing how our communications will be understood by others. It is the skill that teachers and employers feel is most

Part D: Parental Engagement Activities

lacking today.

MAKING CONNECTIONS: Making connections is at the core of learning: Being able to identify what's the same and what's different in disparate pieces of information or experience, or to transfer something learned in one area of life to another one is at the core of creativity. In a world where people can google for information, it is the people who can see the connections who will succeed.

CRITICAL THINKING: Critical thinking is the ongoing search for valid and reliable knowledge to guide beliefs, decisions, and actions.

TAKING ON CHALLENGES: Life is full of stresses and challenges. Children who are willing to take on challenges (instead of avoiding them) do better in school and in life.

SELF-DIRECTED, ENGAGED LEARNING: It is through learning that we can realize our potential. As the world changes, so can we, for as long as we live – as long as we learn.

2-Understanding the Common Core Learning Standards and the Curriculum(Covered during regular Dept of Ed hours)

Once a month, on Tuesdays from 2:30-3:00pm parents (all parents) will have the opportunity to meet with their child's teacher. The teacher will provide an overview of the units of study that will be covered and/or focus on a particular subject matter as it aligns to the CCLS in order to deepen their understanding of CCLS and the curriculum. Parents are notified through school calendar and correspondence.

3- PARENTS AND CHILDREN TOGETHER WITH ART PROGRAM

The Parents And Children Together with Art Program (PACT) is an 8-week art experience designed for families.

Working as a "design team", families use art as a vehicle to enhance communication and problem-solving skills. Led by a professional Program Facilitator (art educator, art therapist, teaching artist or social worker) and 3-4 volunteer coaches, the program's unique curriculum is designed to empower parents to be leaders within their families. Sessions graduate in complexity to encourage the development of sustained teamwork between family members.

The fall 2014 PACT curriculum theme is The Art of Seeing Each Other. Through this curriculum participants will have the opportunity to build conflict resolution strategies, like engaging in positive self-expression, understanding others' perspectives, and being

Part D: Parental Engagement Activities

empathetic, all while exploring the work of artists who positively address conflicts in themselves and their communities. The first section of the curriculum focuses on understanding how conflicts often arise from recognizing and regulating emotions and understanding other's perceptions. The second half dives into specifics by taking a closer look at artist who are putting these concepts into positive and peaceful action.

Each Group consists of 7-10 families of approximately 25 people. The entire year of programming will reach approximately 30-40 families of approximately 100 people.

Provider: Free Arts 32hours (50.00)= \$1,600.00 (from parental allocation)

Time of session is on Thursdays from 5-7 p.m.

Cycle 1 (2 Bilingual Groups in English and Spanish)

10/9, 10/16, 10/23, 11/6, 11/13, 11/20, 12/4, 12/11 2014

Cycle 2 (2 Bilingual groups, in English and Spanish)

3/5, 3/12,3/19, 3/26, 4/2, 4/16, 4/23, 4/30 2015

4-Parental Workshops / Provided by PS 5 staff at regular Dept of Ed hrs. 8:15-9:30 am

Title	Date
Science	October 10, 2014
Technology :Cyberbulling	October 24, 2014
Child Abuse	Nov. 7, 2014
Literacy Inc.	Nov. 18, 2014
Middle School Application	Nov. 21, 2014
Poison Prevention	Dec. 5, 2014
Common Core Standars	Dec. 12, 2014

Part D: Parental Engagement Activities

Math games	Dec. 19, 2014
Coffee with Ms. Soto (Principal)	Jan.9, 2015
Tips on Test Anxiety	Jan. 23, 2015
How to deal with bullying?	Feb. 6, 2015
Physical Education	March 6, 2015
Science	March 13, 2015
Art	March 20, 2015
Coffee with Ms Ariza and Mr. Anest (APs)	April 17, 2015

ALL PARENTAL WORKSHOPS/MEETINGS AT PS5 ARE CONDUCTED IN ENGLISH AND SPANISH. Translation services for Arabic parents is not needed as parents are able to communicate and understand the material being presented in the language that is being conducted.

PARENTS RECEIVE A MONTHLY SCHOOL CALENDAR AND CORRESPONDENCE ABOUT WORKSHOPS.

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 • Per diem 	_____	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 	_____	_____

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.
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	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 005
School Name Ellen Lurie		

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

Principal 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%
--	------------	----------------------	------------	---	---------------

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	Tot #
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	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

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
Total	255	7	28	43	0	5	2	0	0	300
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	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
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	300						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
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:

- 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 Whole ELLs ELLs

	School 6-13	School 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 [AMAQ 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.

NYS Science Data Analysis

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. *aste 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:

- 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 not meet proficiency levels in English are identified 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 meetings 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. [i](#)

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.

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 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.

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 planning 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 ELLs 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 1 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 NYSESLAT. 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.

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

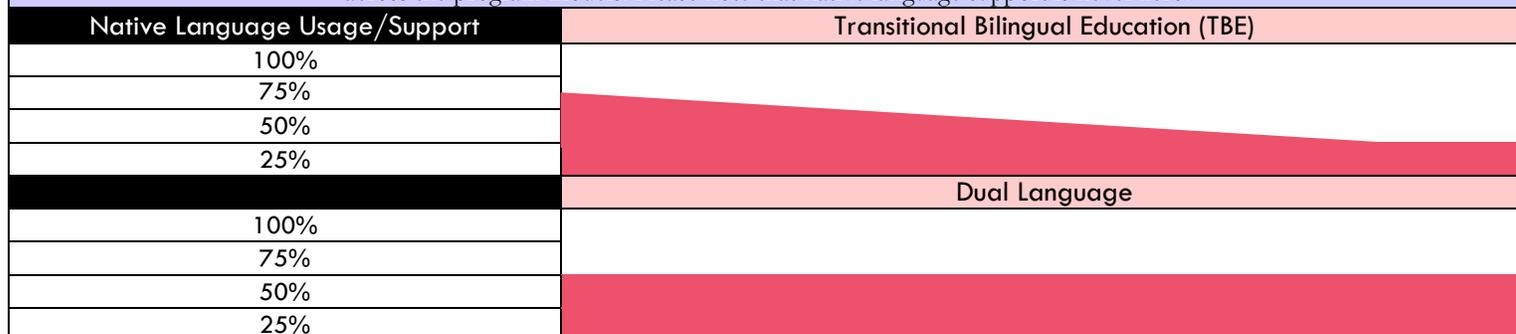
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 attended a 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 1/2 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 stands 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.

:

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 "Messinger" 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 Messinger 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 Messinger 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.