



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

06M005

School Name:

P.S. 005 ELLEN LURIE

Principal:

MAUREEN GUIDO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Ellen Lurie School School Number (DBN): 06M005
Grades Served: Pre K – Grade 5
School Address: 3703 Tenth Avenue New York, NY 10034
Phone Number: 212-567-8109 Fax: 212-567-6526
School Contact Person: Maureen Guido Email Address: mguido2@schools.nyc.gov
Principal: Maureen Guido
UFT Chapter Leader: Lee Nelson
Parents' Association President: Milka DeJesus
SLT Chairperson: Santa Coker
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Andrea Mitzi
Student Representative(s): n/a

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway New York, NY 10033
Superintendent's Email Address: Mramirez4@schools.nc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave NY, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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

Directions:

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

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The 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 activities and strategies that improve outcomes for students.

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

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 714 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 as indicated in the 2013-14 School Snapshot. Teacher attendance is 95% and student attendance is 93%. 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. During the 2014-15 school year, the instructional focus for the year was 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! During the June Chancellor's Professional Development day all staff will reflect on the year's work and expand our instructional school focus in order for all students to gain academic success.

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 (**T**ogether **I**n **G**etting **E**verybody to **R**ead) 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.

Having over 45% of student population as English Language Learners is significant as it impacts on the English language skills and proficiency our students that need to acquire English. Many of our children are immigrants who have either interrupted formal education, speak little or no English and find themselves traveling back and forth to their country impeding them from having opportunities for acquiring the English Language. Many of our children are also here under the care of an extended family member as their parents remain in their homeland. 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.

The **2015 Quality Review preliminary ratings** indicates the following:

Area of Celebration: Well Developed

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

Area of Additional Findings: Proficient

1.1 Ensure engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards and/or content standards.

4.2 Engage in structured professional collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Area of Focus: Proficient

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Based on our needs, the school community has agreed the following goals for the 2015-2016 school year:

Goal#1: By June 2016, teacher teams will work together to plan and implement instruction that engages all students to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience showing growth as measured by a 4 point rubric on informational and/or opinion writing assignments and monitored 3 times during the school year noted as a pre/mid and post assessment.

Goal#2: By June 2016, all classroom communities will reflect our shared focus on student engaged assessment resulting in learning environments where all students are supported to actively set, adjust and work toward their personal and academic goals as measured by progress toward student goals and self-reflection throughout the year (minimum of 3 times).

Goal#3: By June 2016, all teachers will participate in cycles of professional development learning geared towards improving instructional techniques to address the needs of individual students as measured by student feedback and adjusted curriculum units of study that reflect integration of the arts.

Goal#4: By June, 2016 a system for tracking student progress will be created by teachers and administrators resulting in teachers using their knowledge of students to plan effectively as measured by adjusted units of study.

Goal#5: By June 2016, bridge the connection between home and school demonstrating where teachers will communicate regularly with parents around their child's academic and personal growth as measured by teacher logs.

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>As a school we reflected on the New York State Diagnostic Tool for School and District Effectiveness (DTSDE). The school has shown growth in Tenet 3 as per the following results of our 2014-2015 Quality Review. 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. We have teacher teams establish and implement effective systems for engaging in instructional cycles that includes 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.</p> <p>Our goal is: By June 2016, teacher teams will work together to plan and implement instruction that engages all students to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience showing growth as measured by a 4 point rubric on informational and/or opinion writing assignments and monitored 3 times during the school year noted as a pre/mid and post assessment.</p> <p>After reviewing various forms of data: QR preliminary results, teacher reflections and student data (formal and informal) we have concluded there our students struggle with writing specifically when responding to using text based evidence to support their claims and inferences as well supporting their opinions. Further analysis reveals that students are also unable</p>		

to sufficiently comprehend complex text which hinders in their ability to write text-based written responses. As a result, a need to modify our ELA instructional plan and curriculum maps to provide focus on grade level standards.

Strengths:

* High expectations for learning and positive character traits are communicated to the entire school community. Students have an understanding of what the expected learning outcomes are and use the “I CAN” statement to assess their own learning and quality of their work. Instructional plans are aligned to the CCLS and Danielson Framework and are evident in curriculum units and lesson plans. (2015 Quality Review, p. 3)

* A Staff Handbook is distributed for teachers to have clear professional responsibilities. Each teacher has set their own goals, and professional development is provided based on school goals and citywide expectations. School leaders meet regularly with teachers to discuss their progress. (2015 Quality Review, p. 3)

* Rigor has been defined as challenging children to think at a high level and to expose students to grade level text, both fiction and non-fiction, aligned to the CCLS in conjunction with the Danielson Framework and Webb’s Depth of Knowledge wheel. School leaders regularly visit classrooms and provide teachers with feedback that aligns with school goals and teacher development using the Framework as a guide. (2015 Quality Review, p. 3)

* Guidance personnel work with all students to develop understanding around a character education program, “Connect with Kids.” Character traits are discussed along with clear feedback about student’s goals and owning their educational experience. Positive feedback and conflict resolution are used to communicate high expectations around academics and socio-emotional requirements using the RULER approach – “Recognize, Understand, Label, Express and Regulate” their emotions. Guidance support is also extended to families when necessary. (2015 Quality Review, p. 3)

* School leaders and staff offer ongoing feedback to help families understand student progress toward their goals. Parent workshops are provided to families to effectively the share the school’s goals. The school communicates constantly and consistently to parents/families. Families are involved in a community-based program through the school that emphasizes TIGER Reading, “Together in Getting Everyone Reading.” There are reading events in and around the school.

(2015 Quality Review, p. 3)

Needs:

* 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)

* 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)

Part 2 – Annual Goal

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

By June 2016, 25% of all students will increase their quality of writing in informative and evidenced based writing by at least one level as measured by a 4 point rubric and monitored 3 times during the school year noted as a pre/mid and post assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will continue to engage in curriculum planning based on the CCLS, a comprehensive balanced literacy structure, use of Ready Gen Literacy program and The Writing Pathways Performance Assessments and Learning Progressions.</p>	<p>All classroom teachers</p>	<p>Sept. – June: on-going</p>	<p>Literacy Coach Assistant Principals</p>

<p>Through professional development teachers will develop competencies in planning coherent instruction aligned to CCLS and the writing process.</p> <p>* Teachers will create plans utilizing checks for understanding with supporting learning targets that modify instruction for student learning.</p> <p>* Rubrics for Writing from Writing Pathways will be used to measure student writing and monitor progress based on genre.</p> <p>* Interclass visitations will be scheduled to view effective and highly effective practices . Teachers attending professional development sessions will turn key information to colleagues.</p> <p>* Teachers will develop a tool kit of strategies they can use to teach.</p>	<p>All classroom teachers</p>	<p>Sept. – June:</p> <p>weekly</p> <p>about every 6 weeks</p> <p>once a month</p> <p>weekly CPT</p>	<p>Literacy Coach</p> <p>Administration</p>
<p>Families will participate in monthly agendas that inform them of the instructional focus and units of study. Topics may include but is not limited to how to support writing at home, grade level expectations, use of graphic organizers, grade level curriculum, CCLS.</p>	<p>Families</p>	<p>Sept. – June:</p> <p>monthly</p>	<p>Classroom teachers</p> <p>Parent Coordinator</p> <p>Literacy Coach</p> <p>Assistant Principals</p>
<p>Literacy Coach will provide support to classroom teachers through modeling lessons, on-going feedback</p>	<p>All classroom teachers</p> <p>Students</p>	<p>Sept. – June: on-going</p> <p>October-May</p>	<p>Literacy Coach</p> <p>Administration</p>

<p>to teachers, curriculum planning focusing on the units and lesson planning.</p> <p>* Administration will provide observation feedback to teachers with specific next steps in order to promote their own professional growth as well as their students.</p> <p>* Students will engage in additional support during after school activities that will focus on academic instruction.</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Conceptual Consolidation: funds (FSF, Title I, Title III, Focus money) will be used to support payment of staff, after school programs, per-session, per-diem, professional development.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>* Writing assessments will be administered to students: baseline, mid-year and end of year.</p> <p>* Teachers will use Rubrics based on genres to include opinion and informational writing. By the mid-year assessment at least 18% of the students will show an increase of one level or more on the 4 point rubric fo the STAR assessment.</p>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(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, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	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.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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 element of the Framework for Great Schools 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 trends and sources.

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.

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 DTSDE/IIT 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. (2013 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. 2013-14 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. 2013-14 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. (2013-14 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. (2013-14 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. (2013-14 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

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

By June 2016, incidents of poor behavior and accidents resulting in OORS reports will be reduced by 30%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Positive Behavioral Intervention Support (PBIS) will be instituted to insure that all children feel safe and respected in the school community.</p>	<p>all students & teachers</p>	<p>Nov. to June daily</p>	<p>Administration, teachers, paraprofessionals and staff in general.</p>
<p>Administrative duty in the lunchroom to oversee the behavior of students to insure the safety of all.</p>	<p>all students</p>	<p>daily</p>	<p>Administration & school aides</p>
<p>Use of Yale (Mood Meter)/Emotional Intelligence program to</p>	<p>All Students All teachers</p>	<p>Sept - June - daily</p>	<p>All teachers Guidance</p>

<p>create classroom charters, Meta Moment activities and</p> <p>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.</p> <p>* 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.</p> <p>* Monthly Academic and Attendance Assemblies related to topics such as diversity, caring, friendship that promotes positive character development and good work and attendance.</p> <p>* 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)</p>	<p>all students</p> <p>all students</p> <p>teachers</p> <p>teachers</p> <p>Pre-K teachers</p> <p>Parents/guardians</p>	<p>twice a week until May</p> <p>monthly</p> <p>ongoing</p> <p>ongoing</p>	<p>Administration</p> <p>Psychologist</p> <p>Social Worker</p> <p>Playground staff from A.G. and school aides.</p> <p>teachers & Administration</p> <p>teachers, guidance, school psychologist, social worker, SETSS teacher</p> <p>teachers, guidance, school psychologist, social worker</p> <p>Pre-K teachers, Social Worker, APs</p> <p>Social Worker, APs, Psychologist, Guidance</p>
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<p>with the collaboration of the guidance personnel.</p> <p>* The use of the Pre-Referral Intervention Manual (PRIM) where teachers can use strategies and suggestion to promote positive behaviors amongst students.</p> <p>* Classroom checklists, student reflections and exit slips will be used by classroom teacher during academic instruction.</p> <p>* Strategies Gold and Creative Curriculum will help teachers identify students with social emotional needs.</p> <p>* Parent workshops on the Yale-Emotional Intelligence curriculum, FBA, BIPs.</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Conceptual Consolidation: funds (FSF, Title I, SBST) will be used to support payment of staff.											
Human resources: Part Time Social Worker for lower grades: Kindergarten to Grade two. A 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By March, 2016 incidents report of poor behavior and accidents during lunch reported in OORs will be reduced by 15%.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<u>Strengths</u>		
<p>As per the Quality Review of 2014-15 we showed growth in Tenent 4 which was rated as Developing as per the DTSDE. We are now rated Proficient according to the latest QR.</p> <p>* Teacher teams meet weekly organized by grade with a focus on planning lessons. Structured professional collaborations are embedded into the schedule with common planning time. Teams are implementing the alignment of the CCLS, Danielson Framework, and Webb’s DOK integration into curriculum/lesson planning. Both teams interviewed stated that they use common data tools to identify strengths and needs of the school, classes, subgroups and individual students. (2015 Quality Review)</p> <p>* Teams use a protocol to analyze student work as seen during the 5 th grade meeting. Strategic instructional adjustments are made as needed to plans/units. Teams working together plan differentiation for students within their lessons and share methods of entry points of instruction. Looking at student work employed a uniform method to help make instructional decisions among the grades. (2015 Quality Review)</p> <p>* Additional time is given for the literacy and math coaches to be at team meeting to provide guidance in delivery of instruction and a deeper understanding of the CCLS. Teachers periodically meet in vertical teams to consider school-wide trends. (2015 Quality Review)</p>		

* Teachers participate in inter-class visitations with a focus on a specific skill and on sharing of best practices. Teachers revisit their own lessons after receiving feedback from their peers. Teachers spoke how this helps to further their own personal learning goals.

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)

Part 2 – Annual Goal

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

By June 2016, all teachers will participate in cycles of inquiry looking at student work in writing to glean the areas of focus to improve student outcomes as measured by the results of the Ready Gen unit performance task in writing.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In order to Build teacher content knowledge we will:</p> <p>* Set a schedule enabling all teachers in a grade to plan collaboratively during the day at least once a week.</p> <p>* Provide professional development opportunities that 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</p>	<p>All classroom teachers</p>	<p>Sept-May</p>	<p>Teaching Artists</p> <p>Coaches</p> <p>Lead Teachers</p> <p>Administration</p>

<p>emphasis on English Language Learners (ELLs), and Arts integration.</p> <p>* Teachers will be covered by grade in order to plan for next unit focusing on modeling, use of visuals, teaching strategies and work with teaching artists to integrate the arts in science and social studies.</p> <p>* Data analysis of varying assessments will be conducted to evaluate student understanding and reteach opportunities.</p> <p>* Consultants in ELA & working with ELLs and bilingual teachers to support their inquiry work</p>	<p>Teacher teams</p> <p>Teacher teams</p>		<p>Data Specialist</p> <p>Literacy & Leadership</p> <p>Generation Ready consultants</p>
<p>PD Cycles</p> <p>* 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.</p> <p>* 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.</p> <p>* 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 .</p>	<p>Teachers</p> <p>Coaches</p> <p>Lead teachers</p>	<p>Oct- June</p> <p>weekly</p> <p>ongoing</p> <p>as per their schedule</p> <p>ongoing</p>	<p>Administrators</p> <p>Data Coach</p> <p>Literacy Coach</p> <p>Math Coach</p> <p>School Implementation Team (SIT)</p> <p>Teaching Artists/</p> <p>Center for Arts Education</p> <p>coaches</p> <p>coaches</p>

<p>* Additional PD for teachers on how to use Webb’s Depth of Knowledge questioning techniques to foster deeper thought from students.</p> <p>* Teaching Artists will work with grade teachers in the integration of the Arts in science and social studies</p> <p>* Data Coach will work with teachers in using data driven instruction.</p>		<p>weekly</p> <p>monthly</p>	<p>CAE teaching artists</p>
<p>Data:</p> <p>* Teachers and administrators will work together to analyze student data from assessments that address priority standards.</p> <p>* Adjusts to plans/units will be made as needed.</p> <p>* Use of differentiation will be evident as reflected in plans</p> <p>Professional development will reflect teacher needs being addressed.</p> <p>* Integration of the Arts in science and social studies is evident through presentations and curriculum</p>	<p>Admin.</p> <p>Coaches Consultants Teacher Leaders</p> <p>Teachers</p>	<p>October - June</p> <p>monthly</p>	<p>Administrators</p> <p>Coaches Consultants Teacher Leaders</p> <p>Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources: School leaders and instructional staff (coaches), consultants and parents</p>
<p>Instructional resources: Curriculum materials, Annenberg grant, technology (for instruction, communication and data)</p>

Time: Schedule of school level professional development, weekly collaborative planning, observation and visitation feedback, parent outreach

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

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

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

By March 2016, individual student performance will show improvement of one level on a 4 point rubric in writing based on their March unit performance task in writing.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> * There were common assessments and checks for understanding in the classrooms observed. Curricula aligned assessment practices and grading policies provided actionable feedback. Students held up fingers/cards/colors to show an understanding of the targeted lesson. Teachers assess and analyze students' progress through benchmark assessments, formative and summative assessments. Students are aware of their reading levels and discussed how important it is to read well and what the school's goals meant. (2015 Quality Review, p. 6) * Student work is assessed using a common, grade specific rubric. There is continued refinement of assessment and feedback systems to ensure that students and families have a clear understanding of what their child is doing well and what they need to work on. Grade and vertical teams look at assessments to align them with Common Core Learning Standards and curriculum aligned rubrics to discuss next steps, as evidenced by team discussions and past agendas. (2015 Quality Review, p. 6) * The school has a school-wide grading policy to determine student progress toward meeting subject specific benchmarks. Baseline and diagnostic assessments are used at regular intervals. Gathering data and presenting this information to 		

monitor each student's progress over time is embedded into the teacher team practices. Teachers use curricula aligned assessments in all subject areas as a source for actionable feedback regarding students' strengths and challenges.

(2015 Quality Review, p. 6)

* Student work is posted on bulletin boards and in folders and has rubrics with actionable feedback from their teacher. GOLD, a tool for assessing the English Language Learners who are first learning English, enables the teacher to increase the effectiveness of their assessments. Teacher checklists and conferencing notes help identify who needs immediate attention with learning tasks during the lesson. (2015 Quality Review, p. 6)

* The school leader has made strategic programmatic, human and fiscal capital resource decisions to improve the school learning environment. (2013-14 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. (2013-14 DTSDE IIT report p. 7)

Needs

*Although we are proficient, our preliminary 2015 QR identified 2.2 as a Focus item.

Part 2 – Annual Goal

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

By June, 2016 Datacation, a system for tracking student progress will be used by all teachers and administrators resulting in teachers using their knowledge of students to plan effectively as measured by adjusted units of study.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Building knowledge</p> <p>* Datacation offers an array of tools to help teachers in school break down complex student data to inform and support instruction, professional development, curriculum planning, and accountability.</p>	<p>All staff</p>	<p>Sept-June</p> <p>bi-weekly</p>	<p>PD by Datacation</p> <p>Lead teachers</p> <p>Data Coach</p>
<p>PD cycles to include: modeling explicit examples on how to achieve goals, analyzing and interpreting data and setting next steps/goals, assessing and monitoring student progress, etc.</p>	<p>All staff</p> <p>Parents</p>	<p>Sept-June</p> <p>weekly</p> <p>twice a year</p>	<p>Coaches</p> <p>Administration</p> <p>Lead teachers</p> <p>Classroom teachers</p>

* PD for parents/guardians on data and interpreting what their child does well and needs additional support.			ESL teachers SIT
Monitoring student progress * Teachers during inquiry will analyze data from multiple programs (MyOn, RL, Writing Pathways Rubrics) to differentiate instruction for all students in literacy and mathematics while highlighting lowest third, students with IEPs and grade level students	All staff	Sept-June monthly	Coaches Administration Lead teachers Classroom teachers ESL teachers SIT team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: School leaders and instructional staff (coaches), consultants and parents											
Instructional resources: Curriculum and support resource materials, technology (for instruction, communication and data), Datacation											
Time: Schedule of school level professional development, weekly collaborative planning, observation and visitation feedback, parent outreach											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. By February 2016, Datacation will be in full use by 75% of the teaching staff.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	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.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>As a school community we have worked towards developing and increasing parental involvement to ensure our families are welcomed, informed, engaged and empowered. As partners in education families are active participants in their child’s education.</p> <p><u>Strengths</u></p> <p>* 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)</p> <p>* School 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)</p>		

* 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)

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

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

By June 2016, in order to bridge the connection between home and school, teachers, through regular communication with parents around their child's academic and personal growth, will log their communications and meetings with parents on Parent Engagement Tuesdays to keep them informed of their child's progress.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Building Family Content Knowledge</p> <p>* 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.</p> <p>* Provide ongoing guidance for parents in helping them to better support their child’s education through</p>	<p>Classroom teachers</p>	<p>Sept-June</p> <p>weekly on Tuesdays</p> <p>every 6 weeks.</p>	<p>Grade and Content specialty teachers</p> <p>Coaches, C.A.S.</p> <p>Administration</p> <p>Guidance, Clinic,</p> <p>Social Workers, PC</p> <p>Psychologist</p>

Progress Reports and Datacation communications.			
<p>Activities</p> <p>* Teachers will meet with families to inform them of grade specific skills related to their child’s learning.</p> <p>* Counselors will provide workshops geared to children’s emotional development.</p>	Parents/ guardians	<p>Sept-June</p> <p>Parent/Tr Conf. and Tuesday meetings</p>	<p>Teachers</p> <p>Guidance Dept, Psychologist</p>
<p>*Outside agencies will provide professional development opportunities to staff and parents enabling all to make positive decisions impacting on student outcomes.</p> <p>* Fostering a caring and effective home - school partnership to ensure that parents can effectively support and monitor their child’s progress.</p>	Parents/ guardians	Sept-June	Guidance Dept, Psychologist
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>Students</p>	December to May	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: School leaders and instructional staff (coaches), consultants and parents
Instructional resources: Curriculum and support resource materials, technology (for instruction, communication and data), Datacation
Time: Schedule of school level professional development, weekly collaborative planning, observation and visitation feedback, parent outreach

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>*By February, 2016, Teacher log and parental attendance at teacher called meetings will show a 10% increase over the previous year.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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;	1. Wilson Foundations Program K-3: "Program description states it is a phonological/phonemic awareness, phonics and spelling program for the general education classroom.	In class by the classroom teacher: Kindergarten-Grade 3 teachers incorporate into their balanced literacy block as	During the school Day During the school Day After School
	Students scoring Level 1 and Level 2 on NYS ELA Test	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.	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 Out of Classroom Intervention-AIS/RTI teachers Small group Small group Small group All students eligible 2. Literacy Intervention System 1:1 on the Computer	Saturdays 9-1 pending Focus/ Priority money During the Day During the Day During the Day During the Day After School for 45 sessions During school and home access for students with computers at home

		<p>(LLI) : “ The Fountas LLI is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N). LLI is designed to be used with small</p> <p>groups of 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. ELL Title 3 program</p> <p>ELL program will target ELL students in grades 1-5 two times a week focusing on language /vocabulary development</p> <p>4. Focus/Priority Funding (ELT) Extended Learning Time Program: Achievers Educational</p>	<p>Bilingual students in Bilingual classes</p> <p>Speech Teacher collaborating with classroom teacher</p> <p>Using Foundations Program</p> <p>Small group and whole class</p> <p>Small groups</p> <p>40 students (20 grade 1 and 20 grade 2)</p> <p>1:1</p> <p>School wide availability for all students</p>	
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		<p>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>5. Response To Intervention (RTI)/Academic Intervention</p> <p>Services (AIS) teachers working with Tier 2 students in grades 2-5: Comprehension.</p> <p>6. 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>7. Estrellita : Estrellita program descriptions states it “is a supplementary, accelerated, beginning Spanish reading program for Pre-K through 1st grade students in Bilingual classrooms. Based on scientific learning and reading principles, Estrellita provides multisensory, in depth instruction in phonemic awareness, phonics and fluency. Because it was de-</p>		
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		<p>signed 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>		
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		<p>8. Continue to participate the Speech Literacy 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>9. Using Focus/ Priority funds an F- Status Teacher to provide academic intervention services in Literacy to students in grades one and two.</p> <p>10 . Provides students with intervention in Literacy focusing on prediction, prior knowledge, questions and questioning, think alouds, visualization, summarization and text structure and text features.</p> <p>11. MyOn program provides reading opportunities for students to read a variety of genres at their reading level</p>		
Mathematics	lowest 1/3 of the population on the NYS math Test.	<ul style="list-style-type: none"> 1. Supplemental resources 2. Math Coach 3. GoMath series 	<ul style="list-style-type: none"> 1. On an as needed basis 2. Working with teachers 3. Daily instructional curriculum 	<ul style="list-style-type: none"> 1. During the Day 2. During the day Monday PD, mentor-ing 3. During the day

		4. Extended Learning Time Program through Focus money	4. Small groups	4. Saturdays
Science	Based on Teacher Recommendation	1. Two Cluster Teachers 2. A+ Technology Solutions, Inc Mobile Science Lab	small group	1. During the day 2. During the day
Social Studies	Based on Teacher Recommendation	1. 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.). 2. Title 3 ELL after school program using National Geographic integrating Social Studies and Science curriculum to develop language skills.	Small group Groups of 15 - 20	During the Day After School
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	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	1:1, small group,, Grade Assemblies 1:1, small group, whole class 1:1, small group, 1:1, small group, On an as needed basis, 1:1, small group On an as needed basis, 1:1, small group,	During the day During the day During the day During the Day After School Program After School Program Saturday 9-12

		<p>support students and families</p> <p>6. Pre-K Social Worker one day a week to support students and provide intervention</p> <p>7. (CAS) Children’s Aid Society– Partnership between CBO and the school.</p> <p>8. CAS after school program</p> <p>provides students with social-emotional support during the Balance Center</p> <p>9. PRIM Strategies are implemented by para-professionals, teachers and guidance personnel</p> <p>10. Extended Learning Time</p>	<p>Small group, whole class</p> <p>On an as needed basis, 1:1, small group, whole class(25 students)</p> <p>On an as needed basis</p> <p>2-5 small group 10 - 25 students</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

<p>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> <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 Co-teaching 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, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

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

Mentoring PD sessions provides teachers ways 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/information, 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 end of the previous school year and during beginning of the school 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 are 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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	424,073	X	5A, B, C, D & E
Title I School Improvement 1003(a)	Federal	0	X	
Title I Priority and Focus School Improvement Funds	Federal	\$433,893	X	5A, B, C, D, E
Title II, Part A	Federal	163,065.00	X	5A, B, C, D,
Title III, Part A	Federal	38,692.00	X	5A, D, E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,498,487	X	5A, B, C, D, E

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

The activities and/or strategies included in your school's PIP should align with current 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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.

-

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

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

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

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

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

Part A: School Information	
Name of School: <u>Ellen Lurie</u>	DBN: <u>06M005</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>230</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>13</u>
of certified ESL/Bilingual teachers: <u>11</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 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 &

Part B: Direct Instruction Supplemental Program Information

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.

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Part C: Professional Development

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

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

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

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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 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.

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2-Understanding the Common Core Learning Standards and the Curriculum(Covered during regular Dept

Part D: Parental Engagement Activities

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 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

<u>Title</u>	<u>Date</u>
<u>Science</u>	<u>October 10, 2014</u>
<u>Technology :Cyberbullying</u>	<u>October 24, 2014</u>
<u>Child Abuse</u>	<u>Nov. 7, 2014</u>
<u>Literacy Inc.</u>	<u>Nov. 18, 2014</u>
<u>Middle School Application</u>	<u>Nov. 21, 2014</u>
<u>Poison Prevention</u>	<u>Dec. 5, 2014</u>
<u>Common Core Standars</u>	<u>Dec. 12, 2014</u>
<u>Math games</u>	<u>Dec. 19, 2014</u>
<u>Coffee with Ms. Soto (Principal)</u>	<u>Jan.9, 2015</u>
<u>Tips on Test Anxiety</u>	<u>Jan. 23, 2015</u>
<u>How to deal with bullying?</u>	<u>Feb. 6, 2015</u>
<u>Physical Education</u>	<u>March 6, 2015</u>
<u>Science</u>	<u>March 13, 2015</u>
<u>Art</u>	<u>March 20, 2015</u>
<u>Coffee with Ms Ariza and Mr. Anest (APs)</u>	<u>April 17, 2015</u>

Part D: Parental Engagement Activities

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 005
School Name Ellen Lurie		

B. Language Allocation Policy Team Composition

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

Principal Maureen Guido	Assistant Principal Ana Luisa Ariza
Coach R. Vargas, Literacy	Coach C. Callwood, Math
ENL (English as a New Language)/Bilingual Teacher F. Camejo, ENL	School Counselor J. Caceres
Teacher/Subject Area A. Espinar, Bilingual/ENL	Parent Milka de Jesus
Teacher/Subject Area D. O'Donnell, ENL	Parent Coordinator M. Garcia
Related-Service Provider A. Lopez	Borough Field Support Center Staff Member A. Cohen
Superintendent M. Ramirez	Other (Name and Title) C. Anest, AP

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	6	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	651	Total number of ELLs	296	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" 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
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	296	Newcomers (ELLs receiving service 0-3 years)	281	ELL Students with Disabilities	62
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	127	0	19	2	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	154	0	40	13	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	22	26	23	21	18	19								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	30	36	29	31	27	15								0
Chinese		1		1										0
Russian														0
Bengali														0
Urdu														0
Arabic			1	1		1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	14	15	15	5	13	14								0
Emerging (Low Intermediate)	7	13	14	10	9	2								0
Transitioning (High Intermediate)	9	6	9	9	10	5								0
Expanding (Advanced)	13	32	14	30	13	11								0
Commanding (Proficient)	10	7	1	3	4	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	42	6	1	0	0
4	28	7	0	0	0
5	31	3	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	16	6	4	3	2	1	0	0
4	18	14	8	1	1	0	0	0	0
5	17	11	6	3	0	2	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	7	3	14	6	7	6	0	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	34							
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here:
 All ELL students take the TC Running Record Assessment at the beginning, middle and end of the school year. Students in our transitional bilingual program take the TC Running Records in their Home Language as well. In addition, bilingual students in Kindergarten and First Grade also take the Estrellita benchmark assessment. All students, including ELLs that are not performing on grade level, enter the process of RTI which provides a systematic, research-based instruction and intervention addressing students' needs and the monitoring of progress.
 English Language Learners Benchmarks
 September 2014 June 2015

Level 1	76.83%	189 students	Level 1	73.35%	245 students
Level 2	14.23%	35 students	Level 2	17.07 %	57 students
Level 3	7.73%	19 students	Level 3	7.49%	25 students
Level 4	1.22%	3 students	Level 4	2.10%	7 students

Overall, most ELL students show improvement in the English language as well as in their native language but, this improvement is not enough to reach grade level. There are several factors that may explain these results as new arrival students with lack of formal education, or new to the NYC school system.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT DATA
 Kindergarten:
 We at PS 5 have a total of 296 ELLs in grades K-5. A total of 53 Kindergarteners took the NYSITELL in 2015. 26% scored at the entering level, 13% at the emerging level, 16 % at the transitioning level, 24 % at the expanding level and 18% at the commanding

level. Although the proficiency levels have changed we can still conclude that we have a large number of students that fall between the entering and transitioning stages 55% that we need to assist in increasing their proficiency level. We will continue to implement Estrellita and Foundations to develop early literacy skills.

Discussion . In order to increase the level of students attaining proficiency, we will continue to pre-teach vocabulary and grammatical structures specific to complex text.

Current First Grade:

In the Spring of 2015, 73 students were tested in the NYSESLAT. Results showed that 20% scored at the entering level, 25% scored between the emerging and transitioning levels, 43% at the expanding level and 9.58% commanding level.

Current Second Grade:

In the Spring of 2015, 53 students were tested in the NYSESLAT. Results showed that 28% scored at the entering level, 26% scored at emerging level, 17% scored at the transitioning level and 26% scored at the expanding level and 1.88 % at the commanding level.

Current Third Grade:

In the spring of 2015, 57 students were tested in the NYSESLAT. Results showed that 9% scored at the entering level, 17% scored at the emerging level, 15% scored at the transitioning level and 52% scored expanding level and 5% scored at the commanding level.

Current Fourth Grade:

In the spring of 2015, 49 students were tested in the NYSESLAT. Results showed that 26% scored at the entering level, 18% scored at the emerging level, 20% scored at the transitioning level, 26% scored expanding and 8% scored at the commanding level.

Current Fifth:

In the spring of 2015 35 students were tested in the NYSESLAT. Results showed that 40% scored at the entering level, 5% scored at the emerging level, 14% scored at the transitioning level, 31% scored at the expanding level and 8% scored at the commanding level.

Data shows that 23% of the 267 students that took the NYSESLAT(excluding the present 6th graders that took the test during the 5th grade) in the Spring of 2015 scored at the entering level, 17% at the emerging level, 14% at the transitioning level, 37% scored expanding and 7% at the commanding level. The data shows that our students are making gains as they move from the entering level to the expanding level. We believe that the percentage of students scoring commanding is low due to the fact that out of 296 ELLs 281 are newcomers (0-3 years service) and only 15 are developing (4-6 years of service). This clearly shows that our students need more time to develop the academic language and the grade level performance as research indicates. Cummins (1981) "found that it takes a new arrival to Canada about two years to develop sufficient oral English proficiency to converse easily with classmates but five to seven years to be able to perform at grade level on tasks in different academic achievement. Cummins(2008) lists additional studies in the US and in other countries that have confirmed these findings, including research by Collier (1989), Snow Hoefnagel-Hohle(1978), and Hakuta, Butler, and Witt (200). (Academic Language for ELLs and Struggling Readers by Y.Freeman and D. Freeman, Page 40).

Our focus is to prepare our students to be college and career ready, therefore we will continue working with our students to develop academic language and to increase their reading comprehension by using a balance literacy approach, the integration of music in mathematics in grade 3 and integrating the arts with literacy and social studies in the rest of the grades.

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

Paste response to question here: P.S. 5 use the information about Annual Measurable Achievement Objectives as both a diagnostic tool and a roadmap to improved proficiency. We use it as a tool that provides us with data as to our target percentage of students who are achieving proficiency vs our current status. As of 3/9/15 this report indicated the amount and % of ELLs (163 students, 67.92%). The AMAO Data Analysis tool is a powerful one; it allows us to identify those students who have been categorized as performing at a high risk level due to their low scores on the NYSESLAT, ELA, and/or Math. It also provides the years of service and their language proficiency level, scale score, raw score, state percentile rank in 2015 and 2014, for each particular student. After examining the data we then prioritize the services that the student should receive, including participating in RTI, Title III after school and any other after school or Saturday program that we may offer. Teachers are using this data to determine their grouping, the class lowest third and Tier 1 instruction.

The March 2015 (NYSESLAT administration of spring 2014) Data Analysis and Title III AMAOs 1 and 2 Status Estimator for PS 5 revealed that out of 240 students who took the NYSESLAT 163 students, 67.92% made progress in English language acquisition. No comparison can currently be made to this spring data since data is not available. AMAO report does not have the progress in English Lang Acquisition available for the spring 2015 NYSESLAT. We also noticed a decreased in students who attained proficiency on the NYSESLAT from 7.92% (as of 3/19/2015) to 6.80% in spring 2015. Although there was a slight decreased in students making proficiency, 37.45% of our ELLs scored at the expanding level.

The data revealed that there are 13 students who have received between 5 and 6 years of service. These students are potential long term ELLs who need critical intervention. Out of those 13 ELLs 2 are at the at-risk level 8. One of those students is also a SWD

while the other one is in a bilingual class. We need to look closely at their data, and IEP to determine the best course of action. There are 5 students at-risk level 6. Three students at-risk level 5. One student at-risk level 4 and two students at-risk level 5. Again as a school we need to examine their data in order to offer the appropriate intervention services and continue to closely monitor their progress in order to adapt the curriculum to better meet their needs.

Refer to ELA Data Analysis, question 4 for next steps.

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

ELA Data

After analyzing grades 3, 4 and Level 1 ELA Data, we noticed an increased in Level 1 students. The total percentage of 3rd, 4th, and 5th grade students who scored Level 1 in 2012-2013 was 79.4% and increased to 85.59 % in 2014-2015. There was a decrease in 2014-2015 of students who scored Level 2. A total of 19.1% of ELLs scored Level 2 on 2012-2013 while 13.55% scored Level 2 in 2014-2015. In 2012-2013 1.3% of ELLs scored Level 3 while only 0.84% scored Level 3 in 2014-2015.

As the data indicated, out of 296 total ELLs, 281 have received services between 0-3 years of service. Many of those new arrivals came to the school system with limited proficiency in their home 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 ENL lesson.

As a school community we will focus on the development of academic vocabulary (Tier 2 words) in English as well as in their home language for Bilingual students, through all content areas and specialties (i.e. physical education, art, technology) by implementing the Frayer Model. Also, the teacher may decide to employ the learning strategies proven effective according to Graves (2006) research in building vocabulary. These strategies include using context clues, using word parts, and using the dictionary and thesaurus, and using cognates. In order to foster word consciousness Graves suggest that, "students need to engage in class discussions and to read and write extensively to build their vocabulary." (Academic Language for ELLs and Struggling Readers by Y Freeman and D. Freeman, Page 142) We recognize the importance of having students communicate orally to help them make meaning therefore we will emphasize speaking through the Socratic Seminar and instructional conversations that are scaffolded and purposeful and text based which addresses the CCLS. In his analysis of research on ELLs, Graves concluded that "students need to develop their oral language skills in both their native language and in English" (2006, 34). Cummins (2000) indicated that "skills developed in one language transfer to a second language". 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 both 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.

We will continue to emphasize the implementation of a Balance Literacy approach which allows teachers to release responsibility gradually to the student as they implement the various reading strategies (i.e. building schema, monitoring for meaning, questioning, visualizing and inferring, determining importance, summarizing and synthesizing information). As a school community we will base our instruction of reading strategies on the work of S. Harvey and A. Goudvis: Strategies that Work, Teaching Comprehension for Understanding and Engagement.

Math Data

As we examined the State Math Test we noticed that during the 2012-2013 school year 20% of the students in grades 3-5 who took the test in their native language scored a level 1, while in 2014-2015 30% scored a level 1. 7.7% scored a level 2 in 2012-2013 and 5.9% in 2014-2015. 4.5% scored a level 3 in 2012-2013 and 2.9% in 2014-2015. 1.3% scored a level 4 in 2012-2013 and 0% in 2014-2015.

We also noticed that 41.7% of the ELLs who took the test in English scored level 1, 14.9% scored level 2 and 2.9% scored level 3, and 0.7% scored level 4. Although our overall math scores increased from 16.8% to 18.42% this was not sufficient to show an increase in the number of ELLs performing at levels 3s and 4s.

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.

NYS Science Data Analysis

Out of the 15 students (34.8%) who took the test in the home language 6.9% scored level 1 while 16% of the students who took it in English scored level 1. 13% of students who took the test in the home language scored level 2 while 32.5% who took it in English scored level 2. There were 7 students (16% tested English) and 6 students (13% tested in the home language) who scored level 3. The Science curriculum is a hands on curriculum where students do lots of experiments, take nature walks and observe/or investigate live creatures, we attribute the success of our ELLs to this methodology. We do recognize that 30% of our students performed below grade level, 23% at level 1 and 46.5% at level 2d therefore they still need intensive intervention to increase their comprehension skills in their home language as well as in the English language to move toward grade level performance. We recognize that these students need intensive intervention to increase their comprehension skills in their home language to move toward grade level performance. Therefore a change in our program will allow the Science Teacher to work with 3rd and 4th graders and the Technology Teacher to work with the 5th graders one extra period a week addressing some of the math standards. Mathematical fluency competitions will take place among the grades.

The ELE (Spanish Reading Test) results from our current students at TBE classes places all our students (34 students with scores) at the first quartile. This indicates low proficiency reading in the home language according to this summative assessment.

The ELE results contradict other summative assessments provided to our ELLs in the home language from the previous academic school year, 14-15. Twenty-two percent of the students who took the Math State test in the home language obtained levels 2 and 3. The NYS Science results show that 80% of the students tested in the home language obtained levels 2 or 3 in this assessment. Both of State test results contradict the ELE results that place all our students on the first quartile. We believe that the ELE test doesn't measure the students' academic abilities in the home language since the format (cloze) is not a method that NYC public schools utilize for instruction. In this Cloze reading assessment, there is a blank space to fill in every 7 to 10 words, using one of the four choices given. Our instruction is based on balanced literacy approach where students are asked to think critically and students are exposed to a variety of questions according to the DOK.

Note:

Students in grades 1-5 will participate in the School Enrichment Model in order to help them meet the standards and perform at grade level. "The Schoolwide Enrichment Model (SEM) (Renzulli, 1977; Renzulli & Reis, 1985, 1997) is widely implemented as an enrichment program used with academically gifted and talented students and a magnet theme/enrichment approach for all schools interested in high-end learning and developing the strengths and talents of all students. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression. Separate studies on the SEM have demonstrated its effectiveness in schools with widely differing socioeconomic levels and patterns of program organization."(University of Connecticut, Neag Center for Gifted Education and Talent Development) This program will last 12 weeks. Teachers will design high engaging interdisciplinary activities and lessons that address the common core according to their expertise and interest, for example one group of students may learn about the Ice Age, another about Immigration and yet another about Saving Endangered Species. A group trip that supports the learning will be scheduled, for example the students that will be learning about Immigration will visit Ellis Island. In addition there will be a celebration where students will share their learning and projects with other students and their parents.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:Our School-wide universal screener is the STAR Reading (Grades 1-5) and Early Literacy (grade K-2). Students take this assessment three times a year. Every 10 weeks, teachers identify their Tier 1 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 they had obtained. 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 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.

Tier I intervention for our ELL students is given by the classroom teacher. Bottom third students are determined by a combination of all dated accumulated such as NYS tests, Renaissance Learning Star assessment, baseline assessment at the beginning of the year, running records and class performance. Students at bottom third of the class are entitled to Tier I intervention which is delivered in the classroom by the classroom teacher differentiating instruction and modifying or accommodating instructional material in the classroom to address students need. If after ten weeks of Tier I the student is not showing adequately progress, classroom teacher recommend

the student for Tier II.

Tier II intervention is a more intensive, possibly different treatment, delivered in a small group by trained personnel using specialized instructional practices that are scientifically based and include a more frequent progress monitor. Our new comers in the transitional bilingual classes receive Tier II intervention in their native language. At this level, progress monitoring is done every 2 weeks using the Estrellita RtI assessment and the Renaissance Learning Star assessment which provides with information of the critical areas to be targeted for each student. This assessment and the class performance determine whether or not the student is making sufficient progress and whether modifications or reductions to the Tier II intervention are required.

Tier III intervention is design for our students who demonstrate insufficient progress in Tier II. At this level, intervention is given every day by a highly trained specialist in a homogeneous group of 1:1-1:3. We monitor the progress of the students in Tier III once a week to examine rate and level of performance. All ELLs and students in transitional bilingual classes are included in this process. The Renaissance Learning Star assessment give us specific information in all of the five pillars of reading (phonological Awareness, phonics, fluency, vocabulary and comprehension) identifying and recommending the skills we need to target for individualize instruction based on most recent assessment. Skills recommendations are based on the median score for each instructional group. We use these skills as starting point for instructional planning.

The Estrellita Assessment evaluates the student ability to recognize letter sounds, syllables and words at the kindergarten level and sentences at the first grade level. The Estrellita Inventory is used to record the student's progress.

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

Paste response to question here: 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 successful acquire the new language within the proper range.response to question here:

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

Paste response to question here:W e 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/HLA and Math.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

Paste response to question here: We are responsible for the identification of 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 Identification Survey (HLIS). During the registration process at P.S.5, a pedagogue (ENL teacher) conducts an informal interview for each parent/guardian and assists with completing the Home Language Identification 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 number is (718)752-7373. The ENL teacher reviews each Home Language Identification Survey to determine if the student uses a language other than English. Home Language Identification Survey, parental/student interview, and/or informal testing using running records are used to determine the language of the child. The ENL teacher then completes the home language identification box. The pupil personnel secretary then indicates the home language on ATS. The New York State Identification Test for English Language Learners

(NYSITELL) is administered to all newly admitted whose Home Language Survey indicates that they speak a language other than English within 10 days of enrollment. The NYSITELL is administered by a licensed teacher. Results of the NYSITELL are scanned into ATS (a copy of the scanned sheets are on file) then they are analyzed and students that do not meet commanding levels in English are identified as ELLs in need of Bilingual and/or English as a New Language services. The Spanish LAB is administered by a licensed teacher to those students whose HLIS is Spanish and did not score commanding in the NYSITELL. The results are then analyzed to identify the level of instructional support the students may need in the Home Language (HL). To identify SIFE students the ENL team will administer the Literacy Evaluation for Newcomer SIFE (LENS). Each of the above steps are completed within the first 10 days after enrollment of the child (20 school days for students entering with IEP's). The child is placed in the ELL program chosen by the parent within 10 school days, (20 school days for students entering with an IEP).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: In order to identify our SIFE students, PS5 follows the following procedure:

At the moment of registration, a pedagogue conducts an initial interview with the parent. During this interview, the Home Language Identification Survey, oral interview questionnaire & the Literacy Evaluation for Newcomer SIFE (LENS) are used to determine the SIFE status of a student. In addition, we also analyze NYSITELL results & student work.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: The Language Proficiency Team at P.S.5 is represented by the Assistant Principal, a certified teacher of English to speakers of other languages, and the Special Education Liaison. During the registration process of newly enrolled students with IEPs, the Language Proficiency Team (LPT) meets to determine whether the student has language acquisition needs or if the student's disability is a factor affecting whether the student can perform in the new language. The LPT meets with the parent and/or guardian to discuss the process. The LPT gathers evidence for areas such as parental interview, HLLs, child's history of language use, and information provided by the Committee on Special Education (CSE). Once a decision is decided the LPT meets with the parent and/or guardian to discuss findings, if parent is in agreement we proceed to place child in the appropriate setting to best support the child. If parent is not in agreement then the recommendation will be send to the superintendent for a final decision. The superintendent has 10 additional days to accept or reject the LPT's recommendation. If the superintendent determines that the NYSITELL should be administer then the school must avide within 5 days and notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder. The student with IEP will be placed in the appropriate program within 20 days of enrollment.

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

Paste response to question here: Within 5 schools days of ELL determination, either Entitlement or Non-Entitlement Letters are sent home (in the parent's preferred language) to inform parents of the NYSITELL and ELL status of their child. A separate file is kept at school, they are also placed in the student's cumulative records.

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

Paste response to question here: At the initial meeting for registration parents are verbally informed that they can appeal their child's ELL identification and placement within 45 days of enrollment. They are also provided with letters stating the rights to appeal the ELL identification decision. Correspondence is done in parents' prefer language.

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

Paste response to question here: All parents of students identified as ELLs receive a letter to invite them to attend parent orientation meetings. Several meetings are offered at different times for parent's convenience. This school year 2015-2016, the meetings were held on June 8 at 8:15am & 2:00pm, June 9 at 8:15 am & 11:00 am, June 11 at 8:15 am & 1:30pm, June 15 at 8:15 & 11:00 am. Ongoing meetings are also held for those newly admitted students' 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 ENL. Parents complete the Parental Selection form indicating their program of choice. The parent orientation and materials are provided in the parent's 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 NYSITELL results. Placement into the ELL program chosen by the parent is done within the first 10 days of initial enrollment. Parent survey and parent selection forms are given to parents during the registration process. The Bilingual program is the default placement for students when a parent survey is not returned. If parent choose to have their children in a Dual Language Program, the student will be placed on their second choice program and/or parent will be informed of their child placement by phone and a letter in their preferred language. In addition parent will be informed in their preferred language of other schools

where this program is in existence. In the event that 15 or more parents of students in the same grade choose a Dual Language Program, we will follow protocol to open up a class.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: In the event that the Parental Choice Survey is not returned, the ENL teacher's schedule individual meetings by phone and in person for those parents to complete the survey. Individual meetings are also scheduled with parents to discuss any academic concerns or placements. During these meetings, the Assistant Principals and/or ENL teacher review test results and placement options. Parents also view the video that informs them of the 3 programs available for ELL students in NYC. If a signed form is not returned the student is placed in the Transitional Bilingual Program, the default for ELLs.

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

Paste response to question here: Our school monitors Parent Surveys and Program Selection forms by weekly basis by maintaining a checklist to ensure that all Parent Surveys and Program Selection forms are completed and returned. In the event they are not, we follow the procedures listed in Question 7.

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

Paste response to question here: The ENL teacher reviews the HLIS for those who have been recently registered and The NYSITELL test scores to determine proper placement of students. Placement Parent Notification Letters are then sent home informing parents of child's placement. These letters are offered in their parents' native language. A tear-off returned receipt is provided in the letters. That information & copies of the placement notifications are placed in the student's' cumulative records. A separate file is kept in the ENL teachers' room. Parents are invited to speak with school personnel to discuss final placement and any concerns they may have.

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

Paste response to question here: Our school follows the following procedures for storing all ELL documentation: HILS, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter, Continued Entitlement Letter, Non-Entitlement Letter, and Language Proficiency Team NYSITELL Determination Form (if needed) are all kept on file in the ENL teachers' classroom as well in students' cumulative records.

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

Paste response to question here: The process for the administration of the NYSESLAT is as follows:

The Data Coordinator, Assistant Principal in conjunction with the ENL teacher review the RLER and the RLAT reports, BESIS report, and testing history of all identified ELLs to ensure all eligible students are administered 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 a 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. In the event that the child is absent during the testing window, the parent is contacted to ensure that the child is present during the make up testing window.

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

Paste response to question here: The ENL team reviews NYSESLAT scores to determine which students need to receive letters of continued entitlement and /or transitional support. Continued entitlement and transitional support notifications are sent home via student's backpacks; a tear off section is provided for parents to return to school which are copied and kept on file in the ENL team classroom as well as in students' cumulative records. Letters contain information regarding which personnel to contact in case of any concerns and/or questions. Parents are encouraged to call school personnel regarding any concerns

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: Trends/Alignments with Parents Requests

After reviewing the Parent Survey and Program Selection forms of incoming kindergarten students this year 2015-2016, it shows that 36 parents chose the Free-Standing ESL program while 24 chose the Transitional Bilingual Program. After viewing the orientation video which explains the 3 language programs available, 5 parents expressed interest in having their child placed in the Dual-Language Program. We then proceeded to explain that the school does not offer the Dual-Language Program and we refer them to neighboring schools which offer the program. Parent's final decision was for their children to remain at P.S. 5. We keep an ongoing record of parents who choose a Dual Language Program as their first choice.

The trend of most parents choosing Free-Standing ESL over the Transitional Bilingual program has been going on for a number of years. We have observed that more of our incoming kindergarteners have had the opportunity to attend Universal Pre-K, Head Start,

and other preschool programs where they have had the opportunity to develop their English Language skills.

We note that many of these parents, even though their children have not achieved English proficiency, prefer the ENL program over the Transitional Bilingual Program. The ENL teacher and/or Assistant Principal have individual meetings with parents who choose an ENL program when their child's NYSITELL 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 in grades 1-5 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 50.34%.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Paste response to questions here: Part V: ELL Programming

Question 1 a)

P.S. 5 offers a stand alone and integrated model of ENL Program. We have stand alone classes in grades 1st, 3rd, 4th, and 5th. The ENL Team provides instruction for the remainder of ELLs through the integrated model. The students are placed in specific programs according to parental choice, NYSITELL, and NYSESLAT results. Classes in ENL program are formed by grade heterogeneously, travel as a block, where students with higher language proficiency serve as language models for those who perform at a lower proficiency level. Former ELLs are placed in either a stand alone ENL classroom or in an integrated class model so they can receive the mandated support. In an integrated class model, the classroom teacher and the ENL teacher co-teach to conduct both small group and whole group instruction to ensure that all student's needs are met. In addition, both teachers analyze the NYSESLAT data by modality in order to continue developing the listening, speaking, reading and writing skills as needed. 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 their home language, to the extent possible, in order to support the students in learning a second language. Students are provided with home language materials, books, dictionaries, glossaries, and test translations if needed. In addition, Bilingual staff members and other students may translate when appropriate or possible. The majority of our ENL students have a home language of Spanish with the exception of 3 students whose native language is Arabic and 2 Chinese.

- b. TBE program. *If applicable.*

Paste response to questions here:) Transitional Bilingual Education (TBE): Our Transitional/Bilingual Program is offered from Kindergarten to Grade 5. Our 5 Transitional/Bilingual classes by grade(are grouped heterogeneously, and travel as a block) are as follows: 1 kindergarten, 1 first, 1 second, 1 third and a fourth/fifth grade bridge class. P.S. 5 also 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 home language (Spanish) and English. The percentage of language instruction in the home language and the 2nd language is based on the NYSITELL 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. The TBE teachers differentiate instruction during the Language Arts block in order to provide instruction that addresses a wide range of reading levels and language proficiencies both in English and Spanish. Note that the Mathematics language of instruction, either Spanish or English, is maintained throughout 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. 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.

In our TBE students in the Entering Level receive 180 min of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA. Students in the Emerging Level receive 90 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA. Students in the Transitioning Level receive 90 minutes of Integrated ENL/ELA and 90 minutes of stand-alone ENL. Students in the Expanding Level receive 180 minutes of Integrated ENL/ELA. Students in the Commanding Level receive 90 minutes of Integrated ENL in either ELA or Content Area.

c. DL program. *If applicable.*

Paste response to questions here:

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

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

Paste response to questions here: The school ensures that the mandated number of instructional minutes is provided by following the CR Part 154.2 guidelines. The TBE teacher provides the mandated ENL instructional minutes under CR Part 154.2: 360 minutes per week for Entering and Emerging ELLs and 180 minutes per week for Transitional and Expanding ELLs. Entering ELLs receive 180 minutes of Stand-Alone ENL; 180 minutes of Integrated ENL/ELA; 45 minutes of HLA; and a minimum of 90 minutes of Bilingual Content Area Subjects. Emerging ELLs receive 90 minutes of Stand-Alone ENL; 180 minutes of Integrated ENL/ELA; 45 minutes of HLA and a minimum of 90 minutes of Bilingual Content Area Subjects. Transitioning ELLs receive 90 minutes of Integrated ENL/ELA; 45 minutes of HLA; and minimum of 45 minutes of Bilingual Content Area Subjects. Expanding ELLs receive 180 minutes of Integrated ENL/ELA; 45 minutes of HLA; and minimum of 45 minutes of Bilingual Content Area Subjects. Commanding ELLs receive 90 minutes of Integrated ENL/ELA/Content Area. The Assistant Principal reviews all classroom programs.

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

Paste response here: 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. This will be done in a systematic balance literacy method that includes: read aloud, shared reading/close reading, guided reading and independent reading. 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, a common core aligned Spanish program "A Plus Common Core Spanish Literacy" and "Yabisi" by Santillana is being incorporated as an additional resource to the current curriculum Ready Gen. These programs 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.

Performance tasks/assessments are embedded in to the Common Core-aligned curricula. In literacy, students will complete tasks that asks them to read and analyze informational and literary texts and write opinions/ arguments, narratives, and informational responses. 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/close reading, 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). In addition, the teachers use the Frayer Model with math vocabulary to provide students with the opportunity to understand what a word/concept is and what is not. It gives the students an opportunity to explain their understanding and to elaborate by providing examples and non-examples from their own lives.

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. It guides the students into deeper thinking about the math they are learning and helps to develop and understanding of “why do I need to know this?” and how it affects everyday life. 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 home languages throughout the year?

Paste response to question here: Teachers in Transitional Bilingual Classrooms use a variety of assessments in the student’s Home 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 Home Language. Math instruction is delivered in Spanish, ELLs are also given the Math Performance Task in the Home Language. TBE teachers also meet as a team to look at Spanish performance tasks and student work and 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?

Paste response to question here: 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 Common Core aligned assessment in English. Our instructional approaches foster language development to build listening, speaking, reading and writing skills. Teachers observe students' oral responses in whole class, small group, and 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 as well as share their math findings and prove their work during the math talk discussions. 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 those 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 and 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. Teacher's 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE: SIFE students receive a 60/40 model for instruction. In our TBE classes in grades K -5, teachers differentiate instruction throughout the day in order to provide instruction that addresses a wide range of reading levels and language proficiencies both in English and/or Spanish. The focus on the differentiation during literacy is contingent upon the student's English Proficiency Level, their ENL services are Stand-Alone and Integrated with ELA with additional Home Language Arts and Bilingual Content Area Subjects or they receive ENL services that are integrated with ELA. 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 receive services by Academic Intervention teacher in addition to their classroom teacher. Academic Intervention teachers provide Spanish reading intervention to the neediest students in TBE classes. Yabisi is a Common Core aligned reading program for grades K-2 that is supplemented with the phonemic program called "Estrellita". Grades K-5 will also be using A Plus Common Spanish Literacy program and grades 3-5 will also use a supplemental program called Spanish Benchmark for guided reading. Other language and instructional accommodations provided include the use of books that contain repetition, enlarged texts (big books), intensive literacy development which includes enrichment programs that are aligned to thematic units, Saturday Literacy Programs and After-School ELL's program. In addition to the ENL programs, teachers also scaffold their general curriculum lessons to make the content accessible to all students. Scaffolding for SIFE students includes but is not limited the use of the Total Physical Response method, the use of many visual scaffolds and manipulatives and realia where possible, providing students with graphic organizers at different levels, including basic Venn Diagrams to more complex T-Charts on inferring, to help them focus, the use of anchor charts in the classroom to provide ease of access to key information needed for understanding lessons and pairing lower English proficiency ELLs with higher English proficiency ELLs to provide positive language modeling. Common planning within the grades enables teacher to discuss and consult with another about strategies and curriculum approaches that have been implemented successfully for this population. Some assignments and course structure may be set as ungraded

work so that students can work at their own pace. Materials such as book on tapes, student created literacy materials such books that reflect themes such as families,

Newcomers: Newcomer students who are placed in the TBE model receive 75% to 50% HL support. 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 English Proficiency Level in order to address the academic and language needs of these students. If additional Academic Intervention Service is recommended, these students receive services by an Academic Intervention teacher. Academic Intervention teachers provide Spanish reading intervention to the neediest students in TBE classes. Yabisi is a Common Core aligned reading program for grades K-2 that is supplemented with the phonemic program called “Estrellita”. Grades K-5 will also be using A Plus Common Spanish Literacy program and grades 3-5 will also use a supplemental program called Spanish Benchmark for guided reading. For students receiving ESL, academic intervention teachers use Guided Reading Benchmark and/or Leveled Literacy Intervention by Fountas & Pinnel in English. Guided reading groups provide instruction using texts 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. Imagine Learning is used with the TBE grades 2nd-5th to help ELLs with their language and literacy needs. In addition to these ENL programs, teachers also scaffold their general curriculum lessons to make the content accessible to all students. Scaffolding for Newcomer students includes but is not limited to using the Total Physical Response method, the use of many visual scaffolds and manipulatives and realia where possible, providing students with graphic organizers at different levels, including basic Venn Diagrams to more complex T-Charts on inferring, to help them focus, the use of anchor charts in the classroom to provide ease of access to key information needed for understanding lessons and pairing lower English proficiency ELLs with higher English proficiency ELLs to provide positive language modeling.

Developing: ELL Students who fall within this criterion are those who have had 4-6 years of ENL service. Grades K-5 will also be using A Plus Common Spanish Literacy program and grades 3-5 will also use a supplemental program called Spanish Benchmark for guided reading. For students receiving ENL in the self contained or push in model, academic intervention teachers use Guided Reading Benchmark and/or Leveled Literacy Intervention by Fountas & Pinnel in English. Guided reading groups provide instruction using texts at the student’s instructional level. In addition to the ENL programs, teachers also scaffold their general curriculum lessons to make the content accessible to all students. While the use of more complex texts and topics are used for Developing ELLs than for Newcomers, scaffolding for Developing ELLs includes but is not limited to the use graphic organizers for writing complex essays and T-Charts for inferring in a text, the use of anchor charts in the classroom to provide ease of access to key information needed for understanding lessons, providing sentence prompts to involve students in complex discussions like “That’s a good point, but I disagree because...”, and pairing lower English proficiency ELLs with higher English proficiency ELLs to provide positive language modeling.

Long-Term: Although at the present moment we do not have any Long-Term ELLs in the TBE program, in the event that we do have Long-Term ELLs our students will be following the curriculum of the year they are in. For the Transitional Bilingual Education program, this curriculum will include A Plus Common Core, Yabisi, Ready Gen and Go Math. In addition to this curriculum, they will receive extra support to foster their educational growth. We do this by encouraging students to ask questions about text by providing opportunities to do group work using the Think-Pair-Share model, provide students with various sentence starters for example “I wish I knew more about...I wonder why...I was confused by...”, create vocabulary banks that involve important vocabulary needed to understand the lesson, develop a list of cognates in English and Spanish and strategies to help recognize cognates, use rubrics and checklists so students know what is expected of them, provide outlines and graphic organizers to help organize and structure student writing.

Former ELLs

Former ELLs: Our mandated former ELLs students remain in the ENL program, either in a Self-Contained Class or the Push-in/ Pull-out model for 2 years following the school year in which the student exited from ELL status. Former ELLs receive at least one half of one unit of study of ENL (90 minutes per week) and are eligible for certain specified testing accommodations on all NYS ELA and content area assessments. Involve students in Socratic Seminars and small group discussion routine that encourages discussion and helps to develop a deeper understanding. The small group discussion includes group roles, such as: group organizer, fact checker, clarifier, elaborator, summarizer and reporter. Also students can become members of a book club which will help them build understanding of genre structure, participate in thoughtful conversations grounded around one book title or theme and engage in critical thinking. Use rubrics and checklists so students know what is expected of them in literacy and in math.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Paste response to questions here: After six months of identifying an ELL or a non-ELL, the principal will review all student data available in the different subjects, consult with the classroom teacher, the parent(s) and the student to ensure that the student's academic progress has not been adversely affected by the determination.

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

Paste response to question here: ELLs with Special Needs: Both Bilingual Special Education and ENL certified teachers follow the same Common Core aligned curriculum and materials as that of their general education counterparts. In addition, ENL 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-SWDs, 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

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

Paste response to question here: The diverse need of ELL's who are also Students with Disabilities are met by making curricular, instructional and schedule flexibility decisions that will allow them to achieve their IEP goals and attain English Language Proficiency in the least restrictive environment that adhere to certain guidelines. For example, PS 5 adheres to intervention practices as that are implemented after having thoroughly reviewed students' IEP as well as current language proficiency. Next, the school determines how to support these students in the least restrictive environment by considering assessment scores, review of Response to Intervention (RTI) implementation and Language Allocation policy procedures. Instruction delivery is followed using RTI and it's three-tier model:

1. Tier I intervention involves the classroom teacher, ENL, SETSS (Special Education Teacher Support Service)and /or related service personnel differentiating instruction and modifying/accommodating instructional materials in the classroom to address student needs. Student progress is tracked using various forms of assessments which begin with our universal screener, running records and curriculum based assessments.

2. Tier II intervention involves the provision of small group instruction by one or all the personnel included above, only this time, instructional approaches include 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.

After carefully monitoring the students' data to determine progress or lack thereof, the school team, including parent (s), decides the next steps to be followed. If it is determined that all available support has been provided, included those stipulated on the IEP, a meeting to discuss the need to reevaluate the students to determine whether additional services may

Chart

be need will followed. 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,3, 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 ENL support services. The classroom teachers and ENL providers also have access to additional information of the SWD's by means of the IEP, as available electronically via the Special Education Student Information System (SEGIS). 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 education teacher, a district representative (administrator) and a parent representative create long term goals and program recommendations as per IEP. Often, our SWD requires multiple related services such as; Speech & Language Therapy, Occupational and/or Physical Therapy and/or Counseling. Therefore, the ENL teacher uses a push-in model to maximize instructional time in the classroom.

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

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

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

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



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

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

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

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

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

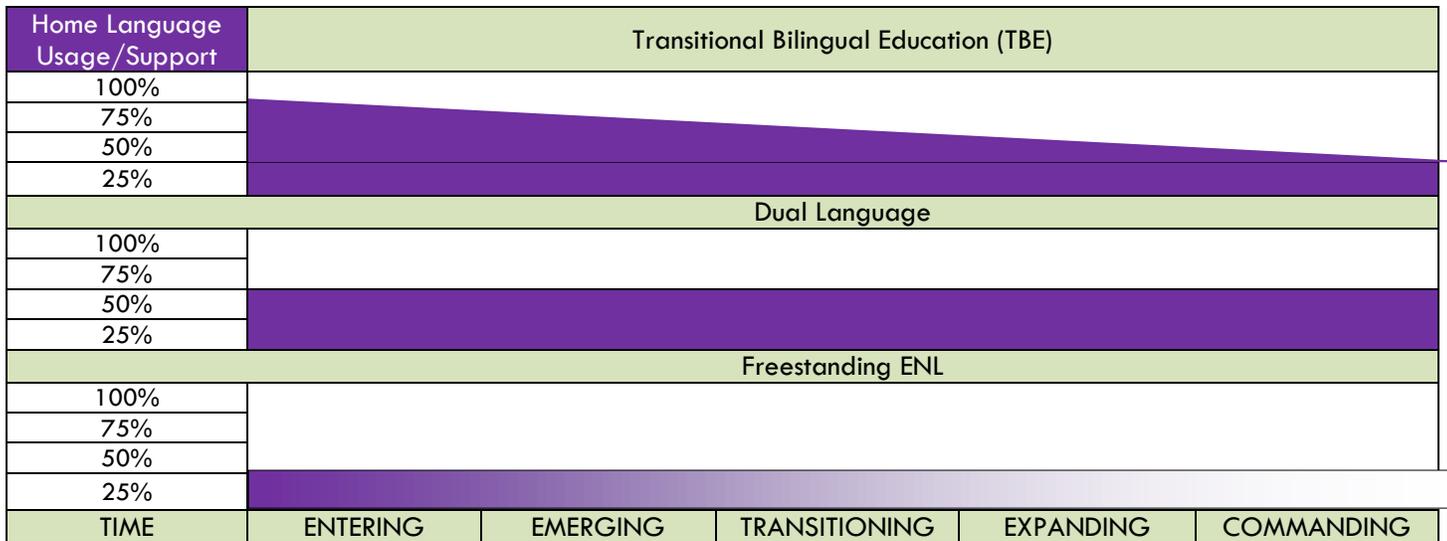


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Paste response to question here: 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 targetted 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 lincense.

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 tudents in grades 3-5. The Star assessment in Spanish is administer for progress monitoring. At the present time 23 Bilingual students are receiving Tier II intervention in Native Lnguage 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 wrtiter'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 Rtl 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.

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 intervention teachers provides the core math instruction to the 5th graders. The intervention teacher has a bilingual license and is using the 5th 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, ENL teachers push-in whenever possible 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 will integrate The national Geographic :Science, Inquiry, Content, Literacy Program with the arts. Classroom educators and teaching artists collaborate on devising and facilitating units of study that challenge students to construct increasingly 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." Furthermore, students will develop their academic and text based vocabulary and content understanding through text based discussions and writing grounded on evidence from the text.

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 ELLs as well as general education students.

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.

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

Paste response to question here: hen analyzing the 2014-2015 School Quality Report, we can see that ELLs in the 75 growth percentile or higher was 48.3% in ELA, compared to 44.7% in 2012-2013 and was 43.3% in math, compared to 33.1% in 2012-2013. Overall ELL progress was 42.2% in 2014-2015, as compared to 53.3% in 2012-2013. Our ELLs have made uneven progress and we noticed a decline in achievement due to the demands of the CCLS. In order to address these higher expectations, we continue to implement 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, as we have found that our students' language proficiency levels make it challenging for accessing these rigorous program. We also have found that both programs assume that students have the grade-level skills and strategies to take on these more rigorous tasks. We

observe that our students with limited English proficiency enter each grade with a limited vocabulary, which then leads them to struggle with the complex grade level texts and tasks the programs provide. While teachers implement ESL strategies to scaffold learning for students, research shows that ELLs require five to seven years in order to transfer native language skills to the second language. Our students struggle with the sophisticated academic vocabulary both curricula present.

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.

In the past year there was not a Spanish program, such as "Ready Gen" that is aligned to CCLS. Therefore, TBE teachers selected and used grade level complex text in Spanish for teaching Native Language Arts lessons. These lessons incorporated 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 administered 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.

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

Paste response to question here: In order to improve our program for our TBE classes, we will be implementing the following curricula this school year:

1. Yabisi: Yabisi is a Spanish for Native speakers program that integrates technology with the development of language and literacy skills while strengthening critical-thinking skills through high-interest readings and activities. Espanol Yabisi helps develop the essential skills targeted in the CCLS, specifically, the Reading Foundational skills and Language Standards in Grades k-5. This book teaches language arts through a balanced literacy approach, presents current language, and grammatical rules according to the Real Academia Espanola.
2. A+ Common Core Spanish Literacy: This program is to satisfy the CCLS shifts of text complexity, quality and range. A comprehensive book set will be utilized in each grade level containing 50% non-fiction and 50% fiction. Representing a wide variety of text types, themes, cultural contexts and spanning the recommended complexity range for the specific grade band, A+ Common Core Spanish Literacy will strengthen the academic vocabulary of students. Additionally, teachers and students will utilize background knowledge and comprehension strategies to successfully engage with complex texts.
3. A+ Spanish Poetry: K-5 resource that includes rhyming stories, riddles and tongue-twisters, narrative, verse fable, prose poetry, epic, and satirical poetry among other sub-genres. These poems address that National Language Standards and will be utilized as a supplementary resource in TBE classes.

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

Paste response to question here: Trofeos from Hartcourt Not CCLS aligned

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

Paste response to question here: 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. ESL strategies are used to instruct our ELL students. ELLs follow the same instructional expectations as that of their counterparts. Our Literacy and Math curriculum provide 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. Title III after school program offers academic support as well as the integration of the arts in the Home Language and/or English depending on the child's proficiency level. ELLs are always included in all after school programs

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Paste response to question here: 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
 - Benchmark Education Guided Reading Books
 - Leveled classroom libraries
- HLA
- Estrellita
 - A Plus Common Core Spanish Literacy
 - A Plus Spanish Poetry
 - Yabisi Spanish / Publisher:Santillana
 - Benchmark Education Guided Reading Books (native language)

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 (All materials available in Spanish for Bilingual Classes)

- 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 Harcourt Brace series in English and Spanish and trade books in English and Spanish is also use 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

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

Paste response to question here: Transitional Bilingual Education (TBE): Our Transitional/Bilingual Program is offered from Kindergarten to Grade 5. The students placed in this program are provided with instruction in their home language (Spanish) and English. The percentage of language instruction in the home language and the 2nd language is based on the NYSITELL 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. The TBE teachers differentiate instruction during the Language Arts block in order to provide instruction that addresses a wide range of reading levels and language proficiencies both in English and Spanish. Note that the Mathematics language of instruction, either Spanish or English, is maintained throughout 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. 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.

In our TBE students in the Entering Level receive 180 min of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA. Students in the Emerging Level receive 90 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA. Students in the Transitioning Level receive 90 minutes of Integrated ENL/ELA. Students in the Expanding Level receive 180 minutes of Integrated ENL/ELA. Students in the Commanding Level receive 90 minutes of Integrated ENL in either ELA or Content Area.

In the ENL program even though all the instruction is in English, every effort is made to provide the student with translations and

materials in their home language, to the extent possible, in order to support the students in learning a second language. Students are provided with home language materials, books, dictionaries, glossaries, and test translations if needed. In addition, Bilingual staff members and other students may translate when appropriate or possible. The majority of our ENL students have a home language of Spanish with the exception of 3 students whose native language is Arabic and 2 Chinese.

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

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here: 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.

19. What language electives are offered to ELLs?

Paste response to question here: None

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: 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. 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. 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. Teachers of ELLs and/or administrators will attend workshops offered by "The Division of ELLs and Student Support" as it applies to their particular need of improving teacher practice. Our TBE and ENL teachers participate in all of these models alongside their monolingual general education and Special Education colleagues. They are also afforded opportunities to meet as a cohort to participate in a book club, "Academic Language for English Language Learners and Struggling Readers/How to Help Students Succeed Across Content Areas" by Yvonne Freeman and David Freeman. As R. Marzano indicates in his foreword, "The Freeman's outline provides specific support that can give ELLs ways to overcome the obstacles encountered with-content area textbooks.... And explain how to balance the dual objectives of content standards and academic language development." (pages x and xi)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: Study Group
ENL and bilingual teachers will meet with their respective cohorts one Tuesday a month to participate in a study group. We will read, discuss and implement strategies from the book *The Language-Rich Classroom* by P. and W. Himmele. Teachers will also reflect on student outcomes after implementing said strategy. In addition, we have available "Scaffolding Language Scaffolding Learning" by Pauline Gibbons and "Building Academic Language" by Jeff Zwiers as additional resources to expand our learning if needed.

Grade Level Collaborative Planning Teams

All teachers plan collaboratively by grade at least once a week. ENL 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, strategies/scaffolds for ELLs and SWDs and the integration of the Danielson Framework to improve the quality of their teaching. All teachers including ENL and bilingual teachers will utilize "Strategies that Work" by Stephanie Harvey as they teach ELA and HLA to teach the comprehension strategies (activating schema, questioning, visualizing and inferring, determining importance and summarizing and synthesizing information). In addition, teachers will employ "Ready Gen Scaffolded Strategies Handbook". This handbook works in conjunction "with each unit of the Ready Gen teacher's Guide to help you (the teacher) guide students as they read and write about the texts. It provides models of scaffolded instruction, useful strategies, and practical routines that you can employ during reading and writing to support ELLs, struggling readers and SWDs." (Handbook, page viii). Furthermore, teachers will become familiar with the GO Math ELL Strategy Book, in order to enrich their instructional repertoire with research-proven scaffolds for ELLs. Teachers collaborate not only to gain a deeper understanding of the material, but to customize curricula for our unique student needs.

Generation Ready consultant

Our Generation Ready consultant provides support throughout the school-year to ENL and bilingual teachers and in collaboration with Assistant Principals and Coaches, develops teachers' utilization of data, assist in lesson planning ensuring accessibility of CCLS in all content areas for all ELLs as well as helping teachers align their teacher practice to the Danielson Framework in order to improve student outcomes.

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 once a month to discuss best practices for ELL alignment to CCLS and Ready Gen program (enduring understanding, essential question, daily lesson planning), with the A Plus Common Core Spanish Literacy and Yabisi bilingual curriculum by Santillana materials in Spanish. These meetings are facilitated by the Assistant Principal, the Literacy Coach/Math Coach and/or Generation Ready Consultant at PS 5. In addition, teachers are 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. Furthermore, we conduct GO Math! sessions, focusing on the implementation of the program, alignment to CCLS and instructional shifts, appropriate use of resources, and instructional routines for all ELLs. Teachers are also familiar with the GO Math ELL Strategy Book, that provides research-proven scaffolds for ELLs.

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

Generation Ready Consultant Schedule (Bilingual and ENL Teachers):

11/16/15 Academic Language
12/14/15 Language Objectives
01/11/16 Reading in a Second Language
02/08/16 Effective Questioning Strategies
03/14/15 Scaffolding Language

PD offered by PS 5 Coaches, A.P.s, Literacy Consultant and or BFSC

10/26/15 Writing a Quality IEP
11/03/15 Professional Reading: The Language-Rich Classroom
11/9/15 Differentiated Instruction in Math
11/17/15 Looking at writing across all grades
11/23/15 Guided Reading
12/7/15 Balanced Literacy:How should that look in my classroom daily?
12/21/15 Looking at student work in math-across all grades
01/25/15 Professional Reading: The Language-Rich Classroom
02/19/15 Professional reading: The language-Rich Classroom
03/21/15 Professional Reading The Language-Rich Classroom
04/18/15 Professional reading:The Language- Rich Classroom
05/16/15 professional Reading:The Language Rich Classroom

In addition the following are topics that were identified by PS 5 teachers as topics of concern. These topics will either be addressed by in house support, Field support personnel or professional consultants:

Developing Rigorous Higher Order questions
The writing process
Turning reading into writing
Centers-ELA/HLA and Math
Differentiated Instruction
Balanced Literacy
Planning Instruction for our ELLs and SWDs
Writing A Quality IEP

During the month of Sept 2015 the following topics were discussed:

Balanced Literacy
Data Analysis-Looking at our state testing results. How do we measure up to the district, city and state? Where do we go from here?
NYSESLAT scores
Understanding the new language proficiency levels for ELLs

Social / Emotional Support

The Guidance Counselor has attended workshops on topics such as, Child Abuse, Transitional Housing and Transitioning from Elementary School to Middle School in order to assist our ELLs in their social/emotional development.

Emotional Intelligence Component-RULER, a program from Yale University

A crucial area in the education of our children is to help them develop the emotional strength and perseverance needed for academic and personal success. "A recent meta analysis of research on programs focused on social and emotional learning, (SEL) shows that a systematic process for promoting students' social and emotional development is the common element among schools that report an increase in academic success, improved quality of relationships between teachers and students, and a decrease in problem behavior (Durlak, Weissberg, Dymnick, Taylor, and Schellinger, 2011)." Towards that end we have acquired the RULER

Program which stand for R recognizing emotions; U understanding emotions; L labeling emotions; E expressing emotions and R regulating emotions. All teachers have received training and materials to implement the RULER approach in their classrooms. 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.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: The Guidance Counselor discusses with the 5th grade team the process for students to transition from elementary to Middle School. The team is made aware of the different types of middle school programs and their qualifications, for example, some schools require that the student takes an entrance examination, and/or interview in order to determine eligibility. Also, the discussion includes the programs that are being offered in middle school for newcomers, and ELLs in general. Data such as, absences, lateness, and academic scores/record is discussed as it will positively or negatively impact the chances of a student attending a particular school. Additionally, teachers review the evaluation component of the middle school application in order to accurately complete the information.
The Guidance Counselor has attended the following PD:
The Middle School Process 10/2015
Child Abuse 10/16/15
Behavior: Recognize, Analyze, Refer 10/22/15
Domestic Violence 10/26/15
In addition the Guidance Counselor will attend any PD related to social-emotional issues provided by the DOE throughout the school year.

The school secretary has attended and will continue to attend any PD offered by the DOE (i.e. Proper Coding of ELLs in ATS, etc)

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here: As per CR Part 154.2 regulations all teachers receive 15% of total PD hours specific to ELL professional development. These meetings will take place during weekly grade level and/or monthly school meetings. Also teachers have the opportunity to do inter-visitations and discuss with the ENL teachers and/or Literacy and Math Coaches their observations. Literacy, Mathematics coach, lead teachers and teachers in general also attend workshops from the Dept of Ed and then turnkey to the rest of the staff around best ELL literacy and language strategies. The Generation Ready Consultant is available throughout the school year to conduct workshops guided towards ELL best instructional practices. Focused learning walks are conducted throughout the year to ensure that all teachers are employing effective strategies for teaching English Language Learners.

Professional Development Records are maintained in the following manner:

- A) Lead Grade Teachers maintain a binder with weekly agendas reviewed during collaborative planning. Attendance sheets are included.
- B) 80 Minute PD/ All Day Chancellor PD/ Grade Monthly Meetings/ Individual PD/ 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: The DOE has designated every Tuesday (At PS 5 2:20-3:00 pm) afternoon as Parent Engagement. Classroom teachers as well as ENL teachers will meet with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessments results, and language development needs in all content areas. Bilingual staff is available for translation. Also the NYC Translation and Interpretation Unit will be contacted when needed (1-718-752-7373).

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here: Records of attendance of in person individual meetings, phone calls log, copy of letters of outreach will be kept in a binder in the main office by grade and class.

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

Paste response to question here: 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.

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

Paste response to question here: 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.

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.

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

Paste response to question here: Parents complete a questionnaire.

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

Paste response to question here:Every effort is made to provide activities suggested by parents.

D. Additional Information

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

Paste response here:

School Name: Ellen Lurie		School DBN: 0	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
M. Guido	Principal		10/21/15
A. L. Ariza	Assistant Principal		10/21/15
M. Garcia	Parent Coordinator		10/21/15
A. Espinar	ENL/Bilingual Teacher		10/21/15
M. De Jesus	Parent		10/21/15
F. Camejo	Teacher/Subject Area		10/21/15
D. O'Donnell	Teacher/Subject Area		10/21/15
R. Vargas	Coach		10/21/15
C. Callwood	Coach		10/21/15
J. Caceres	School Counselor		10/21/15
M. Ramirez	Superintendent		10/21/15
A. Cohen	Borough Field Support Center Staff Member _____		10/21/15
C. Anest	Other <u>AP</u>		10/21/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: #INGEST ERROR! School Name: Ellen Lurie
Superintendent: M. Ramirez

Before you begin, please check the following:

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

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

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

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

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

We tallied Part 3 of the Home Language Survey and found that:

- 40% of parents prefer written communication in English
- 59% of parents prefer written communication in Spanish
- 38% of parents prefer oral communication in English
- 61% of parents prefer oral communication in Spanish.

Also teachers collect qualitative data as they communicate with parents.

A requirement under No Child Left Behind is that schools communicate with parents in their primary languages. Chancellor's Regulation A-663 ensures that parents are provided with a meaningful opportunity to participate and have access to programs and services critical to their child's education. All written information from this school is disseminated in both English and Spanish at all times. Oral translation is provided in Spanish at all times.

The Home Language Survey data (Part 3) 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. 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.

Parents complete the NYC DOE Parent/Guardian HLIS. Upon return of this form, this school makes the necessary and appropriate arrangements to identified parents and guardians in need of written and oral translation either by using available resources provided by the Department of Education's Translation and Interpretation Unit, or by soliciting parent and/or staff volunteers who can serve as translators and interpreters.

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

Using the Department of Education Home Language Report (RHLA) for this school year 2015-16, the findings indicate that the majority of households are Spanish speaking (420). Also there are 213 households , English speaking. The latest report indicates students households in the following languages: Arabic (3), Bengali (1), Chinese (1), Mandarin (1) , Spanish (197).The written and oral translation will be provided by the NYC DOE Language and Interpretation Unit, or by another English proficient, staff member, or family member. These findings will be shared with the school community: School Leadership Team , Parent-Teacher Association, School Staff and Faculty. Parent's preferred languages for both written and oral communication is either English, or Spanish.

Part B: Creating a Communications Calendar

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

All documents that are typically disseminated, which include, parent handbook, newsletters, calendars, parent-teacher conference announcements, after-school program information, NYS testing dates, letters from school leadership, extra curricular activities information, monthly PTA 's agenda etc., by this school are always translated in both English and Spanish. Written translation and interpretation services for English and Spanish are done r by school staff and faculty. All other translation services will be provided by either the Department of Education (form letters, and surveys, etc.) where available from the website, or other volunteer school community members. This school will fullfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively.

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

4 formal face-to-face meetings will occur during this school year on 9/17, 11/5, 3/3, 5/12. Contractually, each Tuesday teachers devote 40 minutes(2:20-3:00 pm) to Parent Engagement. Communication is provided in either English and/or Spanish. Arabic translation services are provided by the NYC Department of Education Translation and Interpretation Unit, if needed. Informal interactions by the bilingual English and Spanish attendance teacher, guidance counselor, family worker, or parent coordinator take place as needed. In accordance of new CR Part 154-2; one additional parent-teacher conference will occur during this year to discuss the progress and needs of English Language Learners. This conference will take place during the weekly Parent Engagement time.

Part C: Providing Language Assistance Services

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

Written translation and interpretation services for English and Spanish are done by school staff and faculty. All other translation services will be provided by either the Department of Education (form letters, and surveys, etc.) where available from the website, or other volunteer school community members. This school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively.

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

Oral translation and interpretation services for English and Spanish are done by school staff and faculty. Outreach and assistance in oral interpretation from the New York City Department of Language and Interpretation Unit has previously been utilized for low incidence languages. All other translation services will be provided by either the Department of Education Translation and Interpretation Unit (form letters, and surveys, etc.) where available from the website, or other volunteer school community members. On-site interpreters provided by an outside vendor have been utilized during PTA meetings. 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.

Part D: Training Staff on Policies and Procedures

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

The Language Access Coordinator will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service during a Professional Development workshop on 10/26/15. Staff members will become acquainted with the T&I Brochure, Language ID Guide, Language Palm Card.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

This school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively through written and/or oral language. This school will provide translation and interpretation assistance through the use of capable and language proficient faculty/staff members or qualified school community volunteer. Parents will be afforded the right to choose another adult of their choice for language and interpretation services. Students and other children (minors under the age of 18) will not serve as interpreters for school or staff and parents during formal and informal meetings. Staff inquiries pertaining to this regulation will be addressed to the Office of Family Engagement and Advocacy Translation and Interpretation Unit of the NYC Department of Education. Training on the language access requirements contained in Section VII of Chancellor's Regulation A-663 and on resources available to support this school's key personnel will be provided by the Department of Education.

Part F: Monitoring and Quality Control

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

This school will use the NYC Department of Education Parent Survey to gather feedback from parents on the quality and availability of services, along with this school's Parent-Teacher Association Survey. This school and this School's Leadership Team will review and analyze findings to make necessary adjustments. Parents are also afforded the opportunity to address the quality and availability of services at monthly Parent-Teacher Association Meetings and monthly School Leadership Team Meetings.