2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 06M005
School Name: P.S. 005 ELLEN LURIE
Principal: CHRISTOPHER ANEST
Comprehensive Educational Plan (CEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Ellen Lurie School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>06M005</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>310600010005</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K to 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>3703 10th Avenue</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-567-8109</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-567-6526</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Christopher Anest</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:canest@schools.nyc.gov">canest@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Christopher Anest</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Lee Nelson</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Milianeth Smith-Reyes</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Santa Coker</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Maria Ramirez</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Madelyn Gonzalez - Children’s Aid Society</td>
</tr>
</tbody>
</table>

#### District Information

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

#### Field Support Center (FSC)

| FSC:                    | Manhattan                                  |
| Executive Director:     | Yuet Chu                                   |
Executive Director’s Office Address: 333 Seventh Ave NY, NY 10001
Executive 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 Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Anest</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lee Nelson</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Milianeth Smith-Reyes</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>AltagraciaPeralta</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Maria Ramirez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Madelyn Gonzalez</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Santa Coker</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Rashiri Garcia</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Laura Fraioli</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Blanca Zhinin</td>
<td>Member / Parent</td>
<td></td>
</tr>
<tr>
<td>Miladys Molina</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Mayra Cueto</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Casmir Villar</td>
<td>Member/Parent</td>
<td></td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

### The Six Elements of the Framework for Great Schools

| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

### The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

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

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

1. What is your school’s mission statement?

| The school vision states: P.S. 5 is a professional learning community where all of its members will 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. Further, by strengthening the quality of teachers, widening partnerships between school staff, students, and the home and including members of the broader community we hold all accountable for the success of our students. |
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 5 -- The Ellen Lurié School was built on the premise of being a Full Service Community School. It is located in the Inwood Heights section of Manhattan off the Harlem River Drive that houses approximately 575 students in grades Pre-Kindergarten through grade five. The school is comprised of 6% Black, 2% of other ethnic backgrounds, and a significant Hispanic population of 92%. 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. P.S. 5 participates in School Food's "Breakfast in the Classroom" program where all children are offered a healthy breakfast during the first 20 minutes of the day.

Since its inception, P.S. 5 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.

P.S. 5 offers additional supports for students in the form of enrichment clusters, based on the research of Joseph Renzulli in gifted and talented education. Student self-select an enrichment cluster for a 12 week cycle. This activity takes place weekly for 90 minutes and a community celebration culminates in the students sharing what they have learned with their families and the entire school community. We also offer after school tutoring, a Title III program to strengthen students' acquisition of English, and an academic Saturday Academy.

In an effort to meet the academic and social emotional needs of our students we have partnered with the following agencies: Children's Aid Society, Carmel Hill Foundation, Center of Arts Education, Literacy Inc., New York Restoration Project, Shen Wei Dance Arts, and Chess in the Schools. These organizations offer a wide-range of programs for our children starting with health and wellness, literacy, music, buddy reading and parent training, recreation and science in the garden.

P.S. 5 is dedicated to providing a rich education for the whole child; a rigorous academic program coupled with enrichment activities, music, art and physical education in a nurturing and safe environment. Partnering with the Department of Education's Office of English Language Learners, we enthusiastically have added two dual language Kindergarten and two dual language Grade 1 classes to our successful transitional bilingual program. The goal of our program is to grow our students, both speakers and non-speakers of English, to be bi-literate in both English and Spanish to prepare them for opportunities that require fluency in two languages in the future. P.S. 5 is an exciting place to learn and we are excited about the many opportunities for success that we offer our students and families.

3. Describe any special student populations and what their specific needs are.

The student body includes 41% English Language Learners (ELLs) and 22% Students with Special Needs as of October 2018.

In order to most effectively serve the varying proficiency levels of our ELLs, P.S. 5 offers several programs to families, including a Transitional Bilingual Education (TBE) Spanish program in Grades 2-5, a Dual Language program in Kindergarten and Grade 1, and English as a New Language (ENL) program throughout all grades. Our ELLs require additional scaffolds, front loading of vocabulary, and explicit teaching practices in order to most effectively gain access to the curriculum. In addition, structured opportunities for student to student talk and student writing provide our ELLs with a predictable framework in which to safely share their ideas and background knowledge.

Our students with special needs are served in various ways, including in self-contained classes, integrated co-teaching classes on each grade, SETSS, and related services in speech and language therapy, occupational therapy, physical therapy, adaptive physical education, and hearing teacher services. Our students with special needs require a predictable classroom environment in which teachers explicitly model their expectations for the learning and tasks.
which are tailored to provide each student the right amount of challenge and support in order to accelerate student progress.

4. Identify 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.

Areas of Celebration:

1.4 Framework - Supportive Environment - Structures are in place to support students' social and emotional growth. Within the school community, professional development, family outreach, and student learning experiences are strategically aligned to support effective academic and personal behaviors. IMPACT: Each student is known well by at least one adult who helps personalize attendance and support social emotional learning and youth development through the recognizing, understanding, labeling, expressing and regulating emotions (RULER) approach.

1.3 / 3.1 Framework - Effective School Leadership - PS 5 makes strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products. PS 5 establishes a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community.

1.1 Framework - Rigorous Instruction - PS 5's curricula is aligned to the Common Core Learning Standards, integrates the instructional shifts and are planned and refined using student work and data. IMPACT: The alignment with the Common Core builds curricular coherence and provides access to a diversity of learners while promoting college and career readiness.

1.2 Framework - Rigorous Instruction - Students engage in high levels of discussion and participation across the classrooms. Teaching practices are aligned to the curricula and reflect a belief that students learn best in a community that supports the gradual release of responsibility model. IMPACT: Students produce meaningful work products that reflect the workshop structure that is aligned to the Danielson Framework for Teaching.

3.4 Framework - Strong Family and Community Ties. - School leaders and faculty set high expectations for students and communicate effectively providing multiple opportunities to be active partners in their child's education. Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students. IMPACT: School leaders provide training through Monday afternoon professional development sessions and have a system of accountability through walkthroughs and teacher observations. Staff offer ongoing and detailed feedback and supports that prepare students for their next level of education.

4.2 Framework - Collaborative Teachers - Teacher teams consistently analyze assessment data and student work at grade level team meetings and distributed leadership structures are in place. IMPACT: The analysis of student data and work products by teacher teams results in improved teacher practice as evidenced in Advance ratings and progress in student achievement. Distributed leadership structures increase opportunities for teacher leadership with a voice in key decisions.

Area of Focus:

2.2 Framework - Rigorous Instruction - Continue to support teacher pedagogy in the following:

(1) to use and create assessments, rubrics, and checklists and pre- and post-tests that are aligned to the curricula

(2) to consistently reflect the use of ongoing checks for understanding and student self-assessments
(3) to provide actionable feedback to students and consistently make effective adjustments to meet student learning needs.

1.2 Framework - Rigorous Instruction - Continue to deepen school-wide expectations of pedagogical practices to ensure that:

(1) Group work protocols include assigned roles to secure that all students are actively engaged at all times

(2) Explicit mini-lessons include modeling that can serve as a guide for students as they practice independently

(3) Language protocols, such as question prompts, language stems, and high utility words, are established and utilized consistently to foster academic language development.

At P.S. 5, we are engaged in creating, analyzing, and responding to impactful formative assessments within the classroom in order to more effectively adjust and differentiate our instruction for students. We will refine our instruction to accommodate for these adjustments and differentiation within daily guided reading, writing conferences, and daily flexible math groups.

P.S. 5 is a member of Teaching Matters’ Assessment Matters Community, which is networked group of schools collaborating towards the common aim of building schools with assessment-informed climates, by leveraging the work of teacher leaders and teacher teams.

Additionally, due to the fact that nearly half of our student population are English Language Learners, we will continue our work toward providing our ELLs, students with special needs, and native English speakers in mixed multilingual classrooms opportunities to build up their academic language. Academic language is the type of language necessary to successful participate in, comprehend, and communicate in cognitively demanding and context-reduced, age appropriate activities. Academic language is the language of books (Himmelhe 2009). Teachers will develop additional teaching strategies based on Leasaux’s Advanced Literacies: (1) Engaging Texts, (2) Rich Discussion, (3) Frequent Writing and (4) Academic Language and Vocabulary.

Finally, in order to further the development of our students’ emotional intelligence, the school community is engaged in learning to develop emotionally responsive classroom practices, including the RULER Approach and behavioral supports from Life Space Crisis Intervention.

The strides that the school has made over the last three years have allowed the school to be recognized by the state as a "School in Good Standing". Certainly these strides could not have happened without a faithful partnership between our administration, teachers, parents, Children’s Aid Society and other community based programs as previously mentioned.
### School Demographics and Accountability Snapshot for 06M005

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>Dual Language</th>
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<tbody>
<tr>
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#### English Language Learner Programs (2018-19)

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<th>Transitional Bilingual</th>
<th>Self-Contained English as a Second Language</th>
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<tr>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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<td>52</td>
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<th># Special Classes (Math)</th>
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#### Types and Number of Special Classes (2018-19)

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<th># Visual Arts</th>
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#### School Composition (2017-18)

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<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
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<td>83.2%</td>
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#### Racial/Ethnic Origin (2017-18)

<table>
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<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
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</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2016-19)</th>
<th># of Assistant Principals (2016-17)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>25.0%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>30.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>57%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>No</th>
<th>Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>No</td>
</tr>
<tr>
<td>Focus District</td>
<td>No</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: Multi-Racial
  - Students with Disabilities: Limited English Proficient
  - Economically Disadvantaged: ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: Multi-Racial
  - Students with Disabilities: Limited English Proficient
  - Economically Disadvantaged: ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: Multi-Racial
  - Students with Disabilities: Limited English Proficient
  - Economically Disadvantaged: ALL STUDENTS

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: Multi-Racial
  - Students with Disabilities: Limited English Proficient
  - Economically Disadvantaged: ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: Multi-Racial
  - Students with Disabilities: Limited English Proficient
  - Economically Disadvantaged: ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: Multi-Racial
  - Students with Disabilities: Limited English Proficient
  - Economically Disadvantaged: ALL STUDENTS

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2018-19 CEP
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths

During the 2017-2018 school year P.S. 5 students increased their performance on the NYS ELA Test by 4 percentage points during the 2017-2018 school year, as compared to performance during the 2016-2017 school year. Last year 25% of tested students performed on Levels 3 & 4, as compared to 21% the previous year. It should be noted that the percentage of student refusals on the NYS ELA test in 2018 dropped significantly as compared to 2017. In 2018, 97.3% of third graders were tested, as compared to 75% in 2017. In 2018, 97.1% of fourth graders were tested, as compared to 81% in 2017. In 2018, 100% of fifth graders were tested, as compared to 93% in 2017.

13.6% of our ELLs performed at Levels 3 & 4 in 2018, as compared to 6% in 2017. 11.3% of our SWDs performed at Levels 3 & 4 in 2018, as compared to 7% in 2017. Level 1 student performance decreased to 34% in 2018, as compared to 39.3% in 2017. Level 1 ELL performance decreased to 51.8% in 2018, as compared to 58% in 2017. Level 1 SWD performance decreased to 60.3% in 2018, as compared to 66% in 2017. Students' average proficiency rating increased from 2.39 to 2.42 in 2018. The average proficiency rating of our ELLs increased from 2.28 to 2.31 in 2018.

Teacher pedagogy, as measured by Advance and the Danielson Framework was strengthened as evidenced by an 8% increase in teacher's Measure of Teacher Practice scores from 2016-2017 to 2017-2018. There was a 14% increase in teacher practice in 3c-Engaging students in Learning, a 13% increase in teacher practice in 1e-Designing...
Coherent Instruction, a 12% increase in teacher practice in 1a-Demonstrating Knowledge in Content and Pedagogy, an 8% increase in teacher practice in 3d-Using Assessment in Instruction, and a 2% increase in teacher practice in 3b-Using Questioning and Discussion Techniques.

According to QR-1.1. Curriculum feedback from May 2018, CCLS alignment and coherence is apparent in unit design across the grades in all curricula areas. Lesson plans follow the belief in the gradual release of responsibility model and adjustments are made to curriculum based on data. According to QR-1.2 Pedagogy feedback from May 2018, the gradual release of responsibility is best demonstrated with a workshop model of instruction, which was found most noticeably in ELA and math lessons. The workshop model in writing provided opportunities for students to work in partnerships, small groups, and independently with teacher guidance and feedback. Student discussions are seen in most classes, with turn and talk sighted the most.

Finally, according to the 2017-2018 School Quality Guide, P.S. 5 scored a 4.27 for the NYC School Survey Element, compared to 3.56 the previous year, a 0.71 increase.

Priority Needs

While an increase was observed in students' performance on the NYS ELA Test in Levels 3 & 4 in 2018, 34% of students are performing at Level 1 as of Spring 2018. This is a reduction of 5.3% when comparing results to Spring 2017; however, this still must be addressed. When examining the June Instructional Reports, our students are struggling with being able to infer the central message and theme of their texts, as well as being able to integrate this information across two texts and explain their reasoning in writing.

According to QR-2.2 Assessment feedback from May 2018, teachers use and create assessments, including rubrics, checklists, and interim assessments, in English, math, science, and social studies and continue to work on ensuring alignment with the school's curricula, as well as continuing to work on providing actionable feedback for students to guide their improvement. In addition, teachers are continuing to build their repertoire of consistent ongoing checks for understanding and student self-assessment.

Last year, the Fundamentals of Writing program was in Year 2 of implementation school wide. Professional development was primarily focused on consistency within the gradual release of responsibility model of lesson delivery, as well as establishing the structure of writing conferences. QR, PPO visits, as well as Advance Observations from 2017-2018, indicated some inconsistent practices across classrooms within the Active Engagement portion of the lesson, as well as with providing students with actionable feedback.

Continued support and development is needed to provide teachers with more targeted classroom support in designing Active Engagement opportunities that are clearly aligned to the teaching point of each lesson, as well as to assess and communicate actionable next steps to ensure for progress in performance of all of our students, but especially for our SWDs and ELLs.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, students in grades 4-5 will show progress in evidenced-based writing across the genres as evidenced by a 40% decrease of students scoring Level 1 on the 2019 ELA State Assessments. The number of students scoring Level 1 will be reduced from 47 students to 29 students.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classroom teachers</td>
<td>Sept. 18–June 19; ongoing</td>
<td>Literacy Coach ULit Coach Assistant Principals</td>
</tr>
<tr>
<td>Literacy Lead Teachers (one per grade K-5)</td>
<td>Sept. 18 – June 19, one to two meetings per month</td>
<td>Literacy Coach ULit Coach Writing Fundamentals consultant Administration</td>
</tr>
<tr>
<td>Literacy Coach ULit Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFSC Literacy Team ULit Citywide Team</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers will continue to engage in collaborative curriculum planning based on the CCLS. Teachers will use a unit plan template which considers the needs of SWDs and ELLs.

- Scaffolds for students to use when organizing their writing and expanding thinking within the genre
- Use of sentence frames, graphic organizers, relia to support visualization to unfamiliar topics, chunking of text, and note-taking to better breakdown meaning and support understanding.

Literacy Lead teachers will be appointed by grade to meet frequently with the literacy, ULit coach, and Writing Fundamentals consultant in order to build capacity and distributive leadership amongst teachers. Literacy Leads will turn key information to their grade teams during weekly collaborative planning meetings and/or Monday PD time meetings.

Literacy and ULit coaches will attend Borough- and City-wide professional learning sessions with the following foci: student-centered coaching, balanced literacy, Advanced Literacy Skills

CCLS-aligned child-friendly rubrics will be utilized to create user-friendly checklists in order for students to comprehend the rubric, be able to understand the expectations, and be able to understand their next steps.

Learning Walks and classroom visitations will be conducted to provide support within the Active Engagement (We Do) portion of the writing lesson to ensure that students have multiple opportunities to practice a strategy with tiered support (groups,
partnerships, with teacher assistance) before tackling the assignment independently.

<table>
<thead>
<tr>
<th>Calibrate and collaboratively score student genre drafts as grade teams and craft actionable feedback for students to utilize to support the development of revisions and final pieces.</th>
<th>Feb. 19-Mar. 19</th>
<th>ULit Coach Literacy Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use the resource of The Writing Strategy Book by Jennifer Serravallo to craft writing conferences that provide students with actionable feedback.</td>
<td>Literacy Leads, classroom teachers</td>
<td>Nov. 18-June 18; during each unit of study</td>
</tr>
<tr>
<td>Literacy Coach will provide support to classroom teachers through modeling lessons, on-going feedback to teachers, curriculum planning focusing on the units and lesson planning.</td>
<td>All classroom teachers</td>
<td>Sept. 18–June 19: on-going</td>
</tr>
<tr>
<td>Families will participate in genre unit agendas three times a year 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.</td>
<td>Families</td>
<td>Sept. 18–June 19: 3 times per year</td>
</tr>
<tr>
<td>Administration will provide observation feedback to teachers with specific next steps in order to promote their own professional growth as well as their students.</td>
<td>All teachers</td>
<td>Oct. 18-May 19</td>
</tr>
<tr>
<td>Students will engage in additional support during after school activities and ELL Saturday Academy that will focus on academic instruction and include an evidenced-based writing component.</td>
<td>Select students based on demographic data</td>
<td>Oct. 18-May 19</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school engages families by providing information to the community at large during PTA monthly meetings. Teachers invite parents during Parent Engagement Tuesdays to talk about their student, participate in workshops to help them understand the curriculum and teachers provide packets, websites and fun activities for parents to do with their children that support learning. The key personal responsible for this are the classroom teachers, administration and the guidance department to support our families.
In addition, families are invited to Open Classroom Visits every six weeks in which parents are given an overview of the lesson they will be observing, parents observe the lesson, and then have an opportunity to debrief the lesson with school staff.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Conceptual Consolidation: funds (FSF, Title I, Title III, ) will be used to support payment of staff, after school programs, teacher and supervisor per-session, per-diem, professional development. Consultants will be paid with Title I funding and the instructional resources will be the materials in Fundamentals Writing program to support the students during the day and for re-teaching after school with the addition of Scholastic News or Time for Kids whose purchase was made using Scholastic Dollars from the Book Fair proceeds.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, students in grades 3-5 will show progress within the Ideas & Purpose, as well as Organization traits of the CCLS-aligned rubric from BOY Baseline on-demand writing piece to MOY Benchmark on-demand writing piece, as evidenced by a 25% decrease of students scoring Level 1 in both trait areas.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

NYCCLS-aligned Writing Rubric: Ideas & Purpose, Organization, Craft/Style, Conventions

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

**Strengths**

According to QR-1.4 Positive Environment feedback from May 2018, this is a well-developed, area of celebration for the school as evidenced by the following:

- One of the structures in place to support each student's social and emotional learning is the school's commitment to the RULER Emotional Intelligence approach from Yale University. RULER stands for Recognizing emotions, Understanding Emotions, Labeling emotions, Expressing emotions, and Regulating emotions.
- Another structure in place that supports each child being known well by at least one adult is the school's Schoolwide Enrichment Model (SEM). The school staff and community believe that students learn in varying ways and administer a 12-week cycle of STEAM-focused SEM model classes that teachers create, such as coding, movie making, science experiments, cooking, and poetry.
- There is a strategic alignment among professional development, family outreach, and student learning experiences and supports.

According to 2017-2018 Advance Teacher Observation ratings, the average teacher rating in 2a-Creating an Environment of Respect and Rapport was 3.49 out of 4.00, which was the same rating average from the previous year and the average teacher rating in 2d-Managing Student Behavior was 3.58 out of 4.00, a 12% increase from the previous year.

According to the 2017-2018 School Quality Guide, P.S. 5 has a 95% positive rating for Safety, a 93% positive rating for Social-Emotional, and a 80% positive rating for Peer Support for Academic Work.

**Priority Needs**

According to the 2017-2018 School Quality Guide, P.S. 5 has a 74% positive rating for Classroom Behavior. More specifically, teachers report the following:

-65% of teachers responded that a lot or all of the students in their classes behave well in class even when the teacher isn't looking (60% in 2017)

-68% of teachers responded that a lot or all of the students in their classes listen carefully when the teacher gives directions (73% in 2017).

-75% of teachers responded that a lot or all of the students in their classes pay attention when they are supposed to (71% in 2017).
75% of teachers responded that a lot or all of the students in their classes do their work when they are supposed to (78% in 2017).

83% of teachers responded that a lot or all of the students in their classes follow the rules in class (75% in 2017).

When analyzing OORS Reports for 2017-2018, of 41 total incidence, 46% of all infractions took place within the classroom, while the next highest percentage of incidence was 24%, showing a need to continue to develop social emotional supports within classrooms.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All classroom teachers will implement the RULER Approach to social emotional learning in which students Recognize their emotions, Understand their emotions, Label their emotions, Express their emotions, and Regulate their emotions. Key classroom tools which will be visible in the classroom to support these strategies include the Classroom Charter, Mood Meter, and Meta Moment.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Charter:</strong></td>
<td>Sept. 18</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td><strong>Mood Meter:</strong></td>
<td>Oct. 18 and daily checkins</td>
<td>Social Worker</td>
</tr>
<tr>
<td><strong>Meta Moment:</strong></td>
<td>Nov. 18-De. 18.</td>
<td>OT</td>
</tr>
</tbody>
</table>

Key faculty members responsible for working with students with special needs who were trained in strategies from Life Space Crisis Intervention and Therapeutic Crisis Intervention (crisis de-escalation) by the Manhattan Field Support Center will turn-key strategies with all teachers and paraprofessionals.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SWDs</strong></td>
<td>Nov. 18-Jan. 19</td>
<td>Guidance Counselors</td>
</tr>
<tr>
<td><strong>Gen Ed students, as needed</strong></td>
<td></td>
<td>Social Worker</td>
</tr>
</tbody>
</table>

Bi-Monthly Academic and Attendance Assemblies related to topics such as diversity, caring, friendship that promote positive character development and good work and attendance will be held. Connections to classroom behaviors, including listening, following directions, paying attention, and completing classwork will be made.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All students &amp; teachers</strong></td>
<td>Oct. 18-June 19 bi-monthly</td>
<td>Guidance Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Worker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Psychologist</td>
</tr>
</tbody>
</table>

The school Pupil Personnel Team (PPT) will meet weekly to review students referred for support, using of the Pre-Referral Process.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PPT</strong></td>
<td>Oct. 18-</td>
<td>PPT Members</td>
</tr>
<tr>
<td>Intervention Manual (PRIM) where teachers can use strategies and suggestion to promote positive behaviors amongst students.</td>
<td>All teachers</td>
<td>June 19</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PreK teachers, paraprofessionals, and school leaders will attend professional learning, which provides learning opportunities on emotionally responsive practices. The PreK Social Worker will make bi-weekly visits to consult with teachers and families.</td>
<td>PreK teachers, paras, admin</td>
<td>Oct. 18-June 19; 3-4 times per year</td>
</tr>
<tr>
<td>Teachers, paraprofessionals, school staff, and school leaders will receive professional learning on various topics to build a toolkit of strategies for work with students, including the following: Autism, Trauma, Classroom Management, Suicide Awareness</td>
<td>All staff</td>
<td>Oct. 18-June 19; 5 times per year</td>
</tr>
<tr>
<td>Guidance counselors, social workers, school psychologist, and parent coordinator will attend bi-monthly borough-wide professional learning sessions on creating supportive environments in school, turn-keying information as needed.</td>
<td>Guidance counselor Social worker Psychol. Parent Coordinator</td>
<td>Sept. 18-June 19; Bi-monthly</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- All parents are invited to Back to School Night on September 17th where school expectations are discussed and Supportive Environment is explained by teachers and school leaders.

- All parents are invited to two Parent Teacher Conferences (November 15th and March 14th) where Supportive Environment connections between school and home are discussed.

- Select parents of students struggling to meet promotional criteria are invited to May 15th Parent Teacher Conferences to reinforce the home/school connection.

- Teachers and parents may self-select to hold meetings during Parent Engagement time each Tuesday.

- School guidance counselors and social workers invite select parents to discuss the home/school connection as needed.
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: Two full-time Guidance Counselors; one with a focus on K-2 and the other with a focus on 3-5. Each counselor also provides mandated counseling for students with special needs as indicated on IEPs.

Social worker and school psychologist to address Pre-Kindergarten children as well as students in all grades based on need. The de-escalation team was established and will continue to support the number of students having emotional issues. There is a member available every period to support the guidance team if necessary.

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.

|  | Tax Levy |  | Title I SWP |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |
| X |  |  |  |  |  |  |  |  |  |  |
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Part 5 – Progress Monitoring

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

By February 2019, classroom teachers will implement emotionally responsive practices to equip students with strategies for appropriate classroom behavior, as evidenced by a 2.5% increase in positive teacher responses to the behavior measurement questions on a school-wide Google Survey mirroring questions on the School Quality Guide.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

A Google Survey will be created and teachers will respond to the following questions:

1. Do a lot or all of your students in class listen carefully when the teacher gives directions?

2. Do a lot or all of your students in class follow the rules in class?

3. Do a lot or all of your students in class pay attention when they are supposed to?

4. Do a lot or all of your students in class do their work when they are supposed to?

5. Do a lot or all of your students in class behave well even when the teacher isn’t watching?

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths

According to the 2017-2018 School Quality Guide, P.S. 5 scored a 3.80 within the Collaborative Teachers School Survey Measure, which was 0.08 points above the District average and an increase of 0.22 from the previous year.

According to QR-4.2 Teacher Teams and Leadership feedback from May 2018, the following strengths were reported:

- Various teacher teams function for specific purposes. Vertical ELA and math assessment lead teachers' team receive ongoing training in facilitating teacher team meetings. They meet to participate in schoolwide decisions regarding curriculum based on assessments given and students’ mastery of the standards and to turnkey information to grade level teams.
- Teachers use protocols to examine student work in mathematics to decide whether students need remediation on a focus standard or to address a new standard through a new cycle of inquiry. Teacher teams discuss lesson/unit adjustments in order to provide differentiated instruction according to student needs. A newly-developed common assessment or one already available through the curriculum is administered to determine if teaching practices were effective in increasing students' progress.
- Grade level teacher team collaborative planning meetings take place once a week. Coaches and/or assistant principals attend meetings and provide support to teachers. In addition, teacher teams have at least two additional common preps to meet during the week. Prior to implementing a unit, teachers review the CCLS addressed in the unit, as well as the expected outcomes of the unit, and consider the needs of students, including those of ELLs and SWDs. During the unit, teacher teams share student work, using a protocol to make adjustments to the unit, including scaffolds to provide multiple entry points for ELLs and students with disabilities. After completion of the unit, chapter tests and/or performance tasks are analyzed using a protocol.

During 2017-2018, we have made gains in more frequently analyzing formative assessment data across classrooms, particularly in Math. Teachers have met together to analyze and adjust curricula based on pre- mid- and post-chapter assessments. Teachers have become more cognizant in not only identifying standards in need of reinforcement, but also prerequisite skills/standards that are necessary in order for students to secure the understanding of the standard being taught. Student grouping has been more flexible in classrooms, as well as across the grade due to the more frequent analysis of formative assessments.

Vertical teacher teams are working, as well to align the Ready Gen units with the Social Studies curriculum where possible. Decisions will be made to align the CCLS that need to be taught in informational writing with the social studies and support it with either the Ready Gen units and or the Writing Fundamentals curriculum.

Priority Needs
We continue to work on PPO written feedback from 2016-2017, "refine the practice of incorporating standards based discussions into common planning periods to ensure that teachers are always working towards the standards when planning."

Although there has been some progress in our formative assessment and standards-based data tracking, this continues to challenge our school community. We find that we have collected an extraordinary amount of data, but we struggle in being able to efficiently analyze and implement instruction shifts in a timely matter to address student needs in real-time. This lag in actionable data-driven steps negatively impacts the entire school community in tracking school-wide, grade-wide, teacher, and student goals.

Teachers need greater time to work together to plan their units of study, increase the quality of their questions and discussion and collaboratively look at student work. With that in mind teachers agreed via the UFT SBO system to stay for 100 minutes on P.D. Monday. This will allow them to work more closely on their math units, discuss areas of weakness and strength and look strategically at student work to see where they need to chunk, re-teach or enrich the unit chapter for increased student understanding. Further the second grade teachers will continue sharing their work on "Math Talks". This differentiated approach to have children share how they arrived at solving a problem will be demonstrated to the other grades.

When analyzing the June Instructional Reports for Math in Grades 3-5 NYS Test 2018, we noticed the need to focus on the following CCLS standards by grade as follows:

**Grade 3:**
- Adding Area...13% in the Measurement and Data Domain
- Numbers as fractions...18% in the Number and Operations Fractions Domain
- Two Step Word Problems...25% Operations & Algebraic Thinking Domain

**Grade 4:**
- Understand Angle Addition...19% in Measurement and Data Domain
- Multiplication Word Problems...26% in Operations and Algebraic Thinking
- Fraction Measurements...29% in Measurement and Data Domain

**Grade 5:**
- Place Value...20% in Numbers and Operations in Base Ten Domain
- Convert Measurements...20% in Measurement and Data Domain
- Multiple Fraction Problems...21% in Numbers and Operations Fractions Domain
### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as **SMART**—Specific, **Measurable**, **Achievable**, **Relevant**, and **Time-bound**.

<table>
<thead>
<tr>
<th>By June 2019, students in grades 4-5 will show progress in Mathematics as indicated in a 40% decrease of students performing at level 1 on the 2019 State Assessments. The number of students performing at level 1 will decrease from 65 to 39.</th>
</tr>
</thead>
</table>

### Part 3a – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: | Target Group(s) | Timeline | Key Personnel
| What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy? |
|-------------------------------------------------|----------------|----------|-----------------------------------------------|
| - Evidence-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). | All classes; All classroom teachers | Sept. 18-June 19 | Math Coach  
Administration  
Math Lead Teachers |
| Class schedules in Grades K-5 are reconfigured to ensure two non-consecutive Math periods daily. The first period will focus on the Math mini-lesson, explicit teaching, and student practice. Teachers will conduct formative assessments of student understanding of the teaching point of the day and group students appropriately for work in the second period of Math. During the second math period, the teacher will work with small groups of students to re-teach, address prerequisite skills, or enrich students as needed. Students will work independently daily to solve real-world problems utilizing the skills and strategies covered in the first period of math and will alternately work in pairs or groups to discuss, defend, and revise their mathematical thinking. | All classes; All classroom teachers | Sept. 18-June 19 | Math Coach  
Math Lead Teachers  
Administration |
| Set a master schedule enabling all teachers in a grade to plan collaboratively during the day at least once a week and for at least 45 minutes on P.D. Mondays. In addition, adjust the Master Schedule to allow a seventh prep period for grade teams to meet every other week. Teachers will engage in inquiry cycles tracking student mastery of Math CCLS standards based on formative assessment entry in iO Education and make adjustments to both Go Math, Eureka, Progress, Ready, and additional supplementary curricula to address student misconceptions. | All classes; All classroom teachers | Sept. 18-Oct. 18 ongoing | Administration  
Math Coach |
| Teachers will review and adjust monthly units of study to focus on CCLS Math standards and shifts rather than curricula in order to deepen students’ conceptual understanding of math concepts. Teachers will continue to have a specific emphasis on English Language Learners (ELLs) and SWDs with incorporating Advanced Literacy strategies, including the following:  
- Math Talks: a type of formative assessment used during the mini-lesson to check-in on the new concept or skill being taught. It also gives students an opportunity to listen to how classmates arrived at answers and have a discussion about the math with their peers and have clarifying conversations to correct misconceptions.  
- Modeling / "think aloud" by the teacher to break down the thought process of problem solving and the use of strategies to arrive at a solution. | Teacher Teams -- supporting ELLs and SWDs | Sept. 18-June 19 | Math Coach  
Math Leads  
UFT Teacher Ctr. Teacher |
Building academic vocabulary for greater understanding for our special needs and ELLs students will be an additional support for all our students.

In grade teams (Grades 2-5), teachers will collaboratively design assessments (quizzes) on a weekly basis that assess student mastery of the focus standard for the week and making instructional next steps based on student progress. Additionally, Go Math Chapter Tests and Performance Tasks will be adjusted based on focus standards covered within each month (i.e. three chapter tests may be combined into one). NYS Math Released questions will be added to unit assessments.

In grades K and 1, Eureka Math will be adopted in order to deepen students’ number sense and conceptual understanding of the standards earlier on in our students’ education. Grade teams will collaboratively plan and discuss teacher resources provided through Eureka and professional development videos to have a visual representation of desired classroom practices. Teachers will explicitly teach mathematical academic vocabulary which will allow students to identify and understand concepts more deeply in math (CCLS Shift #3).

Our Technology teacher will align his Cluster Program with the iReady Math program for Grades 2-5 to individually differentiate instruction for students. iReady reports will be shared with classroom teachers to allow teachers to further group and reinforce standards during Core Instruction, as well as on Saturdays.

Grades 2-5 students performing at Levels 1 & 2 are invited to participate in the Math Saturday Academy in order to reinforce prerequisite skills that students are lacking within the focus standards for the month. Classroom teachers coordinate with Saturday Academy teachers, Math Coach, and CBO-Children's Aid in order to ensure alignment with school day math content.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During Parent Engagement Tuesdays we will invite parents to come in to discuss the results of their child’s achievement on the various data systems that we have in place such as our STAR Math and Reading assessments, iReady diagnostic testing (math), progress toward standard mastery within the Mastery Connect tool, and F & P Running Records. Parents will then have an opportunity to inquire what they can do to support their child’s achievement. Classroom teachers, log monitoring by administration and administration visiting classrooms on Parent Engagement Tuesday is one way to ensure fidelity.
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 materials, technology (for instruction, communication and data)
- **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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
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<td>C4E</td>
<td>X</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

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 2019, students in grades 4-5 will show progress in Mathematics as indicated in a 25% decrease of level 1 students in STAR Math BOY versus STAR Math MOY Assessments.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- STAR Math BOY and STAR Math MOY Assessments

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Strengths**

According to QR-3.4 High Expectations feedback from May 2018, the following evidence was reported:

- The school’s motto, *Anco a Imparo*, means *I am still learning* and is displayed all over the building and in publications. The principal’s "Week in Advance" newsletter is published on Sunday nights and lists upcoming events, including PD sessions for Monday afternoons, Family Engagement Time on Tuesdays, special events, and any due dates as well as thanks to teams and individuals who have helped out, led, or assisted on past occasions. The staff handbook is presented to teachers at the beginning of the school year with the feedback from the previous year’s Danielson Framework for Teaching overview that sets the tone for expectations for the new year. These expectations are made clear to the staff and include the ways in which they will hold each other accountable for meeting those expectations. School leaders visit classrooms informally and give feedback in a timely manner both verbally and in writing, which teachers have come to expect, according to the principal. Feedback given during informal visitations will be referred to in official observations. There is a database where observations and next steps are recorded. Follow-up visits with coaches are monitored to ensure that they take place and to review the types of supports teachers are receiving. In addition, school leaders have a mid-year check-in with each teacher to assess the teacher’s progress on meeting goals and student performance.

- There are several systems for accountability to ensure that instruction is becoming coherent, teachers are building capacity, and expectations are being met. Professional Development sessions on Mondays are designed to reflect *Advance* reports and student achievement data. Differentiated PD groups established in September included pre-kindergarten, kindergarten through grade five, out-of-class educators, cluster teachers and paraprofessionals for training in STAR assessment administration, new teachers for STAR orientation, and another group of paraprofessionals to learn more about documentation and student attendance procedures. The groupings change week to week to allow vertical and horizontal teams to train together. Every week has a new or deeper level of content and pedagogical learning in writing, math, or assessment. In addition, learning walks on specific topics are taken by school leaders, with feedback given to teachers that include glows and grows for that targeted group. Topics include writing mini-lessons and interactive read alouds. Grade level teams are visited at the same time and with same topic, so the feedback can then be discussed at grade level team meetings for further exploration and next steps.

According to the 2017-2018 School Quality Guide-NYC School Survey, P.S. 5 scored 4.34 points within the Effective School Leadership Framework Element. This is an increase of 0.37 points compared to 2016-2017. P.S. 5 out performed the District average by 0.62 points and the City average by 0.74 points.
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. There are common assessments and checks for understanding in all classrooms. Curricula aligned assessment practices and grading policies provided actionable feedback. Students hold up fingers/cards/colors to show an understanding of the targeted lesson. Teacher frequently ask students "who is having trouble" in order to support a student or students who are having difficulty. Teachers access and analyze students' progress through benchmark assessments, formative and summative assessments. The school has a unified method to problem solving in math using the CUBES approach to break down a math problem. Students are aware of their reading levels and set goals to ensure continue progress.

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. Administration provides teachers with planning and discussion time. During the 2017-18 school year teachers engaged in discussions surrounding their lesson planning; it's successes, struggles, and best practices to support each other in improving instruction to students and at the same time their own practice. Teachers were provided with continuing to develop our writing curriculum at their request as well as accompanying professional development. Budgetary considerations were made to be a member of the Assessment Matters community in order to support the school's instructional focus. Per session was available for planning, after school tutoring and Saturday Academy, as well as planning units of study in Science and extra support for our 4th grade students to prepare for the rigors of the New York State Science test.

Administration will continue to provide targeted and timely feedback in formal and informal observations so that teachers can feel supported and successful. Coaches will be mentoring those colleagues that are having difficulty thereby creating a culture of caring and support and per session activities will continue in support of student and teacher learning.

Priority Needs

According to 2017-2018 PPO written feedback, enlist the support of assistant principals and instructional coaches to monitor instructional practices to ensure coherence across all classrooms. Secure that daily instruction includes consistent practices around monitoring student learning, including but not limited to, checks for understanding, exit tickets and conferring.

According to the 2017-2018 School Quality Guide, the area within Effective School Leadership that scored the lowest was Teacher Influence at 83% positive (it was 81% positive in 2016-2017), which while still above the District and City averages at +3% and +5% respectively, is an area within this framework area that should take priority.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Students in STAR BOY versus STAR EOY assessments in Grades 1, 2 and 3.
### Activities/Strategies

**Part 3a – Action Plan**

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td><strong>INQUIRY:</strong> Teachers, coaches, and school leaders will be developed around the use of Inquiry within their practice through the use of various protocols to effectively analyze multiple measures of student learning and formative and summative assessments based on priority standards and prerequisite standards. The sub-groups of ELLs and SWDs will be key demographic groups that will be considered.</td>
<td>Classroom teachers Coaches Admin</td>
<td>Sept. 18-June 19</td>
</tr>
<tr>
<td><strong>ASSESSMENT:</strong> Teachers, coaches, and school leaders will be developed around the creation of common formative assessments based on priority standards and prerequisite standards, as well as on ELL Advanced Literacies.</td>
<td>Classroom teachers Coaches Admin</td>
<td>Sept. 18-June 19</td>
</tr>
<tr>
<td><strong>COLLABORATION:</strong> Teachers, coaches, and school leaders will be developed through engaging teachers in professional readings to examine research on Formative Assessment in order to support improvement across teaching practices.</td>
<td>Classroom teachers Coaches Admin</td>
<td>Sept. 18-June 19</td>
</tr>
<tr>
<td><strong>DATA PLATFORM:</strong> Teachers, coaches, and school leaders will be developed on using the iO platform to capture student data for the use of inquiry, as well as to report progress to parents.</td>
<td>Classroom teachers Coaches Admin</td>
<td>Oct. 18-June 19</td>
</tr>
<tr>
<td>PD for parents/guardians on data and interpreting what their child does well and needs additional support. Teaching Matters P.D. will support effective data analysis</td>
<td>Parents</td>
<td>twice a year</td>
</tr>
</tbody>
</table>
Monitoring student progress

Teachers will visit each other and administration will conduct formal and informal observations to see how the cycles of P.D. especially with a focus of use of formative assessments are increasing their MOTP ratings.

All staff

Sept 18 - June 19

ongoing

Coaches

Administration

Classroom teachers

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The Principal attends all monthly PTA meetings and presents valuable information to families, takes questions and hears recommendations.

Parents will be presented with at least 5 progress reports throughout the school year indicating their children’s progress toward mastery of focus standards in Math (Nov. 18, Jan. 19, Mar. 19, May 19, and June 19)

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).

Time: Schedule of school level professional development, weekly collaborative planning, observations, parent outreach

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

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<tr>
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<tr>
<td>X</td>
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<td>Other</td>
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</tbody>
</table>

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.
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

BOY STAR Math, MOY STAR Math, EOY STAR Math assessments

**Part 5c.** In **February 2019**, 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.

Part 1 – Needs Assessment

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths

According to the 2017-2018 School Quality Guide, P.S. 5 scored 3.69 in the Survey Element Score, which was an increase of 0.44 from the previous year.

P.S. 5 scored 96% positive in the area of Outreach to Parents on the 17-18 School Quality Guide, which was 1% above the District average and a 1% increase from the previous school year.

QR-3.4 High Expectations was rated Proficient in May 2018. Feedback from the QR included the following:

- There is a strategic alignment among professional development, family outreach, and student learning experiences and supports. As an example, the social and emotional programming focused on students has a professional development component in the area of Emotionally Responsive Practice, with topics such as Respect for All-Bullying Module and Emotional Response-RULER. Parents were offered workshops through the Parents and Teachers Association (PTA) on academic and emotional support for their children. In addition to these, academic support workshops for parents include topics such as the Middle School Application process, a Dual Language Program at PS 5, What Parents need to know about NYS Math test, and a Literacy partnership.

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.

The school has established a safe, nurturing environment that promotes the academic and social development of students and adults by informing families by sending home monthly calendars, quarterly newsletters announcing events and providing information regarding key dates. Parents have the opportunity to meet with teachers on Parent Engagement Tuesdays. In collaboration with CAS, parents are engaged in discussions on college and career readiness, ENL classes, Yoga and arts and crafts, so that they are motivated to support their child, given support to manage a new language and hopefully 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.

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.

Priority Need
According to the 2017-2018 School Quality Guide, P.S. 5 score 89% positive with the Parent Involvement in School component, which was a 1% increase compared to the previous school year, but 2% below the District Average and 1% below the City average. When desegregating the data further, parents score the following statement significantly lower than others: 65% of parents/guardians responded that, since the beginning of the school year, they have been asked or had the opportunity to volunteer time to support their school sometimes or often.

Greater parent participation is needed. To that end, in addition to the DOE scheduled parent/teacher conferences, parents will receive 3 additional school created progress reports. These reports will be in the form of STAR assessment results in ELA and I-Ready reports to inform parents of their child’s progress. Further teachers will continue to be expected to log their communications with parents on Parent Engagement Tuesdays. It is our expectation that our efforts to make parents understand that a partnership between the school, the teacher, parent and child needs to be strong in order for their student to be successful.

Parents of students in our kindergarten and Grade 1 dual language program will be invited to workshops about the curriculum and how to support learning in two languages. Topics such as organization, handling homework, and any other issue that might arise that we have not foreseen can be added as a workshop to insure our parents are confident partners with us in this new program.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 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 with parents during Parent Engagement Tuesdays providing them with 3 additional progress reports throughout the year.

2018-19 CEP
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Family Content Knowledge</td>
<td>Classroom teachers</td>
<td>Sept 18 - June 19</td>
<td>Grade and Content specialty teachers Coaches, C.A.S. Administration Guidance, Clinic, Social Workers, PC Psychologist Dual language team</td>
</tr>
<tr>
<td>* 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Provide ongoing guidance for parents in helping them to better support their child’s education through Progress Reports and teacher communications.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional workshops for parents of our new dual language kindergarten class to understand the focus and instruction in both languages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Parents/guardians</td>
<td>Sept 18 - June 19</td>
<td>Teachers Guidance Dept, Psychologist</td>
</tr>
<tr>
<td>* Teachers will meet with families to inform them of grade specific skills related to their child’s learning. The results of this meeting will be logged into Google Docs.</td>
<td>Parent/Tr Conf. and Tuesday meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Counselors will provide workshops geared to children’s emotional development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Outside agencies will provide professional development opportunities to staff and parents enabling all to make positive decisions impacting on student outcomes.</td>
<td>Parents/guardians</td>
<td>Sept 18 - June 19</td>
<td>Guidance Dept, Psychologist</td>
</tr>
<tr>
<td>* Fostering a caring and effective home - school partnership to ensure that parents can effectively support and monitor their child’s progress.</td>
<td></td>
<td>4 times a year</td>
<td></td>
</tr>
<tr>
<td>During 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.</td>
<td>Parents/guardians, Students</td>
<td>October 18 to January 19</td>
<td>Teachers Dual Language team</td>
</tr>
</tbody>
</table>
Parents in our new dual language kindergarten and first grade will receive additional workshops on managing the homework for two languages and strategies to help their child.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Children's Aid Society, Center for Arts Education, Chess in the Schools, Cub Scouts for enrichment.

### 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.

<table>
<thead>
<tr>
<th>Human Resources: School leaders and instructional staff (coaches), consultants and parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional resources: Curriculum and support resource materials, technology (for instruction, communication and data),</td>
</tr>
<tr>
<td>Time: Schedule of school level professional development, weekly collaborative planning, observation and visitation feedback, parent outreach</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 2019, Teacher logs of parental outreach and parental attendance sign in sheets at teacher called meetings will show a 10% increase over the previous year.*

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Teacher logs in iO Education and parent sign in sheets for teacher meetings.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Academic Intervention Services (AIS)  
(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Tier I: Phonics and phonemic awareness delays; lowest third group identified by teacher; ELL students; low functioning SWDs; at risk students; Students scoring Level 1 and Level 2 on NYS ELA Test.</td>
<td><strong>1. Wilson Fundations</strong> Program K-3: “Program description states it is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Program is based on the Wilson Reading System principles to help reduce reading and spelling failure. It is incorporated daily for 30 minutes into the ELA classroom instruction. Its focus includes sequenced skills of print knowledge, alphabet and phonemic awareness, decoding, vocabulary fluency and spelling. Critical thinking, speaking and listening skills are practiced during story time/read aloud activities. Program is targeted for small group intervention to lower 30th percentile students.”</td>
<td>In class by the classroom teacher: Kindergarten-Grade 3 teachers incorporate into their balanced literacy block as part of their word study with an additional dose for the children who are behind academically as double dose for RTI. Whole class size instruction and small groups</td>
<td>During the school Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>During the school Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>After School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Saturdays 9-12 pending funding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>During the Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>During the Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>During the Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>During the Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>After School for 45 sessions</td>
</tr>
</tbody>
</table>
2. Literacy Intervention System

(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 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.

3. ELL Title 3 program

ELL program will target ELL students in grades 1-5 two times a week focusing on language/vocabulary development.

4. Response To Intervention

Whole class / small group when applicable
Speech Teacher collaborating with classroom teacher
Using Fundations Program
Small group and whole class
Small groups
small group

3 days a week
<table>
<thead>
<tr>
<th>1:1 tutoring</th>
</tr>
</thead>
</table>

### Comprehension

5. Accelerated Reader - RL: STAR program: students take a baseline, midyear and end of year assessment showing gains or lack of growth for each student in grades 2-5.

6. Estrellita: Estrellita program description states it is a supplemental, accelerated, beginning Spanish reading program for Pre-K through 1st grade students in Bilingual classrooms. Based on scientific learning and reading principles, Estrellita provides multisensory, in-depth instruction in phonemic awareness, phonics and fluency. Because it was designed to meet the needs of children at all skill levels, layers of differentiated instruction are built into the program. Estrellita maps "pictures to beginning sounds" to assist with Tier 2 students working with 2nd grade students in grades K-5.
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’s 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."

7. 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.

8. **F- Status Teacher** to provide academic intervention services in Literacy to students in grades one and two if budget allows.

9. **Reading Volunteers** Provides students with intervention in Literacy focusing on prediction, prior knowledge, questions and questioning, think alouds, visualization, summarization and text structure and text features.

### Mathematics
- lowest 1/3 of the population on the NYS Math Test (Grades 4 & 5) or STAR Math Assessment (Grades K-3)

| 1. Supplemental resources |
| 2. Math Coach |
| 3. GoMath series |
| 4. Extended Learning Time Program if budget allows. |

- 1. On an as needed basis |
- 2. Working with teachers |
- 3. Daily instructional curriculum |
- 4. Small groups |

| 1. During the Day |
| 2. During the day |
| Monday PD, mentor-ing |
| 3. During the day |
| 4. Saturdays |

### Science
- Classroom and Science Cluster Teacher Recommendation as per student performance on Report Card (Grs. K-3) or NYS Science Release Questions (Gr. 4) or performance on NYS Science Test (Gr. 5)

| 1. Two Cluster Teachers |
| 2. A+ Technology Solutions, Inc |
| Mobile Science Lab |

| 1. During the day |
| 2. During the day |
### Social Studies

<table>
<thead>
<tr>
<th>Classroom Teacher recommendation based on student performance on Report Card</th>
<th>1. Title 3 ELL after school program using National Geographic integrating Social Studies and Science curriculum to develop language skills</th>
<th>Small group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Mandated as per IEP Teacher and parent recommendation Students with frequent incidents</td>
<td>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, 1:1, small group, whole class On an as needed basis, 1:1, small group, whole class(25 students) On an as needed basis 2-5 small group 10 - 25 students</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>2. Related Service Provider providing IEP mandates;</strong></td>
<td>During the day During the day During the day During the day After School Program After School Program</td>
<td>---</td>
</tr>
<tr>
<td>10. Extended Learning Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>34</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>Students are provided with uniforms, school supplies and guidance whenever requested or the need is evident.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>n/a</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Retention of staff has been 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.

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. A hiring committee reviews resumes, interviews candidates, and views candidates' model lessons to determine if the candidates are highly qualified before making a recommendation to offer a position. If hired, the new teacher is paired with a mentor and also interacts regularly with the literacy and math coaches, as well as with colleagues serving as informal mentors on the grade or within the new teacher's license area.

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 provide each other with best practices during common planning periods or at other times when teachers are not obliged to meet but just due because of their commitment to their craft and to our students. Coaches provide additional support and build relationships with teachers creating a collaborative environment.

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

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

2b. High Quality and Ongoing Professional Development

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

The professional development that is offered is guided by the teacher P.D. team as per a survey which is filled out every September. Other opportunities are provided as per teacher need as deemed necessary by Administration such as the new learning in Balanced Literacy, our ENL professional meetings and Math Talks in grade 2, Fundations training and new this year for all staff data analysis by the Teaching Matters consultants.

Paraprofessionals also receive professional development opportunities throughout the school year. At times, the professional learning is para specific; however, we try as often as possible to have our paras learn side-by-side with our teachers, as they are assisting teachers and supporting students in the classroom on a daily basis toward meeting the CCLS.

Additional staff members, including related service providers and school aides participate in professional learning depending on their needs and the students they support.

School leaders also participate in professional learning through bi-monthly District-wide Principal and Assistant Principal professional development. In addition, school leaders belong to Learning Pods of other Principals and Assistant Principals in which pod members visit one another's schools with a "problem of practice" purpose. School leaders also attend Chancellor's Conferences, as well as the annual CSA and AAP conferences.

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**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

n/a

**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).

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

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

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

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.

Curricula is aligned to Quality Standards for PreK and both DOE PreK and CAS Headstart staff are supported by an Early Childhood consultant provided by the Department of Early Childhood, as well as a social worker.

### 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 to determine 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 codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$395,889</td>
<td>X</td>
<td>5A, B, C, D &amp; E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$83,018</td>
<td>X</td>
<td>5A, B, C, D,</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$35,150</td>
<td>X</td>
<td>5A, D, E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>NA</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,816,162</td>
<td>X</td>
<td>5A, B, C, D, E</td>
</tr>
</tbody>
</table>

Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

**Important Note**: The following funds **may not** be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td><strong>PS5 Parent Involvement Policy (PIP)</strong></td>
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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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</table>

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;

● 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;

● encouraging meaningful parent participation on School Leadership Teams, Parent -Teacher Association) and Title I Parent Committee;

● holding an annual Title I Parent Curriculum Conference;

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 Every Student Succeeds Act (ESSA).

Parental Involvement and School Quality

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
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.

Encouraging School-Level Parental Involvement

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.
Ellen Lurie School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
● 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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

#### 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 electronic 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 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 basis 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
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 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

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<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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<tr>
<td>This school is (check one):</td>
<td></td>
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<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
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<tr>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
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### Part B: Direct Instruction Supplemental Program Information

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<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
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<tr>
<td>☐ Before school</td>
<td>☐ After school</td>
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**Total # of ELLs to be served:**

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
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</thead>
<tbody>
<tr>
<td>☐ K</td>
</tr>
<tr>
<td>☐ 6</td>
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</table>

**Total # of teachers in this program:**

<table>
<thead>
<tr>
<th># of certified ESL/Bilingual teachers:</th>
<th></th>
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<tbody>
<tr>
<td># of content area teachers:</td>
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2018-19 CEP
### 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 Social Studies 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, language literacy development and the understanding of the Social Studies content.

**Core Learning Skills** The after school program will support the following core learning skills for students participating in the program:
- Achievement of CCLS 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)

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. 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.

Additionally, all participating ELLs will be involved in project based learning as they research, read, write, listen, have oral discussions about a particular Social Studies topic, and represent their learning through an art project.

Students in 2nd grade will study New York City Over Time, 1600’s, 1700’s, 1800’s and 1900’s. For example, they will focus on; cause and effect relationships help us recount events and understand historical development. (Soc. St Standard 1). Native Americans inhabited NYC in the 1600’s and Famous explorers arrival in NYC. As per the 17-18 NYSESLAT results there are 18 Expanding, and 17 Transitioning ELLs in 2nd grade. materials will be available as per their language proficiency level.

3rd grade ELLs will focus on the case study of the country of Nigeria. As they are learning, they will answer the following essential questions: How do culture, geography and history shape a
Part B: Direct Instruction Supplemental Program Information

community? How are world communities the same? How are they different? As per 17-18 NYSESLAT results there are 11 Transitioning and 6, 3rd grade students who scored Expanding. 4th grade ELLs will conduct a case study of immigration/migration in NYC. Major Focus: Immigration and Migration from the Early 1800's to the Present: many people have immigrated and migrated to NYS contributing to its cultural growth and development. (Soc St standards 1,3,4,5) Some of the sub-topics are as followed:
The Melting Pot vs. The Salad Bowl metaphor.
Contributions of immigrants (culture,recreation, food, language, labor, skills).
African-American Migration.
As per the 17-18 NYSESLAT results 5 students scored Transitioning, and 15 scored Expanding in the 4th grade.
5th grade ELLs, will conduct a case study about the country of Canada, with a focus on culture, geography, government and economics. Essential Question; How do key forces and events shape nations? As per the 17-18 NYSESLAT there are 18 Expanding, 10 Transitioning and 7 Emerging ELLs. Students will use instructional materials as per their language proficiency level. As per our 2017-2018 NYSESLAT results there are 16 students who scored Entering and 27 Emerging in grades 2-5. Those students and new arrivals will concentrate their after school learning on the USA/NYC geography and the changes NYC has experienced over time during the 1600's, 1700's, 1800's and 1900's.

Part B: Direct Instruction Supplemental Program Information Cost: Teachers: $24,017.40. plus Supervisor: $2,093.85 Total: $26,111.25. This will be the only supervisor and program on site at this time. Number of students: maximum of 15 ELL students per group grds 2-5 Approximately 100 students to be served. Students will be grouped by grade appropriate according to language proficiency level.

Dates and Frequency: 22 days- Starting October 17, 2018 until December 20,2018 Wednesdays and Thursdays, from 2:30-4:00 pm Number of facilitators: 10 certified Bilingual and/or ESL teachers, 2 content area teachers & 1 supervisor. Content Area teachers would co-teach along side the ENL/Bilingual teachers.

Center for Arts Services: Teaching Artist will co-teach with ESL/Bilingual/CB teacher- = $5,000.00. Date: Nov 7,8,14,15,28,29 /2018; Dec, 5,6,12,13,19,20/ 2018

Grades & Levels of Proficiency: ELL’s in grades 2-5 from all proficiency (entering, emergent, transitioning, and expanding) will participate in this program. depending on the number of students; students may be grouped across grades, for example Entering students in grade 2 and 3 and 4 and 5. In addition, new arrivals will receive part of the instruction in the Native Language to reinforce foundational skills in NLA.

Materials -at NO COST to the program: NYC Social Studies Units, Literacy Program

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider
Part C: Professional Development

In order to support teachers with their instruction and thus enhancing student learning, the teachers will participate in a variety 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, and Department of Education throughout the school year 2018-2019.

In order to support and improve all teachers of ELLs with their instruction and thus enhancing student learning, the teachers will participate in a study group as they read, discuss and implement, Teaching Advanced Literacy Skills: A Guide for Leaders in Linguistically Diverse Schools, Nonie K. Lesaux, Emily Phillips Galloway, Sky H. Marietta

“In our knowledge-based society, K–8 students need to develop increasingly sophisticated skills to read, write, and speak for a wide variety of purposes and audiences. Including an extended case example from a linguistically diverse school (nearly 75% English learners), this book guides school leaders to design and implement advanced literacy instruction through four key shifts: strengthening the instructional core, giving data a central role, using a shared curriculum, and providing supportive and tailored professional development. “ Teachers will focus on implementing the 5 Hallmarks to strengthening their pedagogical practices which in turn will strengthen the instructional core.

- Hallmark 1: Work with a variety of texts that feature big ideas and rich content
- Hallmark 2: Talk/discuss to build language and knowledge
- Hallmark 3: Use extended writing as a platform to build language and knowledge
- Hallmark 4: Study a small set of high-utility vocabulary words needed to master language and content
- Hallmark 5: Use school wide protocols to support reading, writing, speaking and listening

Text at NO COST to the program. Participants: All PS 5 teachers, including teachers working the Title III program and 3 administrators. Teachers will meet the third Monday of each month 2:20-3:00 pm to discuss their learning and implications to their teaching. 10/15/18, 11/19/18, 12/17/18, 1/14/19, 2/11/19, 3/18/19, 4/15/19,

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- ESL instruction for parents: Our ELL parents have expressed an interest in participating in ENL classes. “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That’s the
**Part D: Parental Engagement Activities**

Conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002). As a school that serves many ELLs we recognize the importance of helping our parents communicate in English and providing their children with as much assistance as possible. We will offer basic ENL lessons to our ELL parents. We hope that these sessions will plant the seed for them to continue their education and improve their English Language skills. In addition, we hope to provide parents with basic English skills to navigate the system in order to be successful in their daily lives, whether it is to purchase a Metro Card, to ask for services in a hospital, to do a bank transaction, or to order a meal in a restaurant. Furthermore, one of our goals is to help parents familiarize themselves with the USA culture in order to feel a sense of belonging, to have a voice and to feel more comfortable with their own communication. Parents will also have the opportunity to enroll in Basic Math Instruction.

The following classes will be provided by our community partner Children’s Aid Society at NO COST to the program.

- **ENL Basic**: Mondays and Wednesdays / 1hr per day; starting October 2018-May 2019.
- **Math Basic**: Tuesdays and Thursdays, 1hr per day; Oct 2018-May 2019.
- **Basic Technology**: Mondays and Wed: 1hr per day; Oct 2018-May 2019.

Parents will also have the opportunity to take Zumba, Yoga and Bootcamp classes in order to maintain a healthy lifestyle.

2- **Spanish Reading Parent Volunteers** Parents are trained by Literacy Inc to help new arrivals to improve their literacy in Spanish. Duration: Throughout the school year. Two times a week. 30 minutes a session.

3- Also Literacy Inc. will train middle schools students to read with our 2nd grade students in the Reading Buddies Program. Duration: Starting October 2018-May 2019. Every Friday from 8:45-9:30 am. Total of 20 sessions.

4- **Parental Workshops** will be provided by Literacy INC. on a bi-monthly basis. Examples: How to read with your child at home. Understanding your child’s Literacy Curriculum-This involves classroom’s observations. Parental Activities # 2,3, and 4 are provided by Literacy Inc. Cost: $4,038.75. All programs being paid through Title III funding are solely for families of ELLs. All parental workshops/meetings at PS 5 are conducted in English and Spanish. Translation and interpretation services are provided to parents who understand other languages, including sign language, whenever needed. Parents receive a monthly school calendar and correspondence about workshops in English and Spanish.

---

**Part E: Budget**

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP 67
**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>Manhattan</td>
<td>005</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Christopher Anest</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Ana Luisa Ariza</td>
</tr>
<tr>
<td>Coach (Literacy)</td>
<td>R. Vargas</td>
</tr>
<tr>
<td>Coach (Math)</td>
<td>C. Callwood</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td>F. Camejo</td>
</tr>
<tr>
<td>School Counselor</td>
<td>J. Caceres</td>
</tr>
<tr>
<td>Teacher (Bilingual/ENL)</td>
<td>A. Espinar</td>
</tr>
<tr>
<td>Parent</td>
<td>Y. Balbuena</td>
</tr>
<tr>
<td>Teacher (ENL)</td>
<td>A. Caminero</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>M. Garcia</td>
</tr>
<tr>
<td>Related Service Provider</td>
<td>Ana Lopez</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>A. Cohen</td>
</tr>
<tr>
<td>Superintendent</td>
<td>M. Ramirez</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>L. Thomas AP</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>6</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>4</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>6</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>6</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>2</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>558</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>275</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>49.28%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school offers the following grades (includes ELLs and non-ELLs)
Check all that apply

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>TBE</td>
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<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Fouuntas and Pinnell in English and Spanish running records are administered at least 4 times throughout the year in order to determine the student’s instructional and independent reading level. The data acquired from running records allows teachers to group ELLs homogeneously by levels and/or reading strategies for guided reading. This data support ELLS with knowing their independent reading levels and help them set goals. Teachers are able to determine instructional next steps, strategies and scaffolds to implement with ELLs, during mini-lessons, guided reading, and/or reading conferences to explicitly teach strategies needed for progress. Independent reading conferences are use to assess strengths and teach a specific skill or strategy to move that student towards reading grade level text independently. Conferences are also used to provide opportunities for oral discourse and language development around the core content. Classroom observations are used daily and frequently through out all subject areas. These observations afford teachers the opportunity to make automatic lesson adjustments for students who may be struggling and for the ones who are surpassing expectations. Math Check-in Problems, teachers check for understanding by assigning three to four “check in problems” (Basic computational problems that assess...
the concept). Teachers assign problems that provide entry points for ELLs to demonstrate mastery. Teachers use the results to adjust instruction, which may be to re-teach the lesson in a different manner if the majority of the students show a lack of conceptual understanding or to group those several students that did not understand while the rest of the class moves forward. Teachers will ask questions in a sequential manner in order to elicit and assess understanding. Questions will be asked from lower-order to higher-order or as Marzano explains, in a series of four phases, “Details, Categories, Elaborations and/or Evidence” (Questioning Sequences in the Classroom). This practice will allow teachers to determine which questioning level ELLs need help with and plan accordingly. Team talk, answers to questions (close reading, high level questioning, differentiation for questioning), students’ reflections. Additionally, teachers provide frequent and relevant feedback during their daily lesson implementation by either meeting with students individually or in small groups. Immediate feedback is provided by the teacher as well as classmates as students use group rubrics and task performance rubrics to evaluate their academic performance. This feedback help students to self-reflect, adjust and assess their own progress. Teachers also use the information gathered to assess students progress in the four modalities, reading, writing, speaking and listening. In order to determine which areas students need additional assistance. Share Out: At the end of the lesson and/or the period, students reflect on their success with the teaching point and/or focus questions for the lesson. This will be done at times orally and other times in writing for all subjects. It provides ELLs with an extra opportunity to express themselves orally and in writing. Quick writes: Students are ask to write down their understanding for a couple of minutes. This will provide ELLs additional time to gather their thoughts, a second chance to think about their understanding before sharing with their classmates. This will allow teachers to determine the quality/level of the writing the student can produce independently in order to explicitly meet the student’s needs. Chunking/Annotating: As students read independently they will write down the main idea of each paragraph. This will help Students to keep track of the focus of each paragraph and/or the sequence of events in order to determine the main idea, central message, or to summarize a text. Chapter & Module Tests: Assessments aligned to both the literacy and math curricula are administered in English and or Spanish at the conclusion of each module or chapter. These include both performance based assessments, as well as Chapter/Unit tests. Teachers collaborate to make adjustments to assessments ensuring that they align with the CCLS being addressed within the chapter/unit. Rubrics are being used to calibrate results of student work and are modified accordingly to any adjustments made. Teachers provide students with specific feedback based on the components represented within the rubric. After examining the results as a class and as a grade, teachers plan lesson adjustments and reteaching that incorporates supplemental materials in order to help their students to increase their level of performance.

2. What structures do you have in place to support this effort?
Grade teacher teams meet weekly to collaborate, discuss class trends and effective teaching practices in order to improve academic performance for ELLs. Informal students’ observations are an integral part of our assessments of ELLs. These observations help the teachers monitor the gradual increase of language development & efforts of our students. Students’ efforts are measured informally in situations such as when a student stops depending on the language/ sentence prompts provided by the teacher. The students’ usage of syntax & correct grammar when formulating their responses, the usage of vocabulary taught in a lesson, Tier 3 vocabulary, either in writing and/or speaking are also ways in which our teachers measure the students’ growth and development of the new language.
Quick Writes: For a couple of minutes, students are asked to quickly write down their understanding for the reading at hand. This provides ELL’s additional time to gather their thoughts as well as a second chance to think about their understanding before sharing with their classmates. This practice also provides the teachers with the opportunity to clearly assess student’s reading comprehension and evaluate whether or not students are using Standard English in their written responses. This at the same time will help teachers to plan next steps to help students further improve their reading and writing skills.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Renaissance Learning’s STAR Early Literacy, Reading, and Math assessments are utilized to universally screen our students at the beginning, middle, and end of school year (BOY, MOY, EOY). These assessments are analyzed at the school, grade, class, and student levels for a variety of purposes. School and grade-wide analysis allow school leaders to make strategic decisions regarding curriculum and professional development, while class and student level data are used to make instructional decisions, such as grouping in the classroom, as well as Response to Intervention decisions for students (Tiers 1, 2, or 3).
School- and grade-wide standards foci according to STAR MOY data include the following:

Renaissance Learning program has the mission to help children develop love for reading by motivating reading and increase student literacy. Some of its benefits are:

- Just right reading levels (Zone of Proximal Development)
- Individual student’s reading ability and grade equivalent.
- Tracking growth in a consistent manner

At PS 5 we use several components offered by this site: STAR reading, STAR reading Spanish, STAR math, STAR math Spanish and STAR Early Literacy in both languages as the Universal Screener to measure students’ progress three times per year. STAR reading and STAR Early Literacy is utilized to monitor students’ progress for RtI and to set up individual goals.

In addition STAR Math and STAR Math Spanish helps us monitor students’ progress in this academic area.

Renaissance Learning provides the ability to monitor students’ progress through the years as well as to obtain assessment data from students transferred to us from schools using this adaptive formative tool.

There are several teachers who use Math in A Flash in order to provide fluency practice according to each student’s ability. One of the most important advantages of this assessment is the capacity to obtain reports instantly right after students are tested.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Grade teacher team meets once a week and/or during professional development on Mondays to discuss class trends, grade trends and adjust instruction. Teachers use the summative data to create math intervention groups, guided reading groups, and differentiated tiered groups in writing.

In literacy when conducting daily guided reading lessons (during the 2nd period of literacy) students are grouped according to reading levels. Teachers review a strategy that will help the students progress in their reading level, listens to students read individually, ask questions and provide next steps for students to practice. The teacher frequently does running records to determine if child can move to the next level.

Teachers create flexible groups and use differentiated materials and curricula to target specific pre-requisite skills. Teachers use the Ready curriculum as a resource to target ELLs needing remediation in English or Spanish. In addition iReady (computer-based program) is also used to address the needs of ELLs.

5. How does your school use 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.]

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 II 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 deliver 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

PS 5 has 275 ELLs from first to fifth grade. They represent 44.6% of our population. The average attendance for all our students is 92.6%. The data analysis shows that 17.8% of our ELL population with at-risk factor level 3 or greater. This represents a 5.7% decrease when compared to the previous academic year (16-17). There is a 7.6% of ELLs with an at-risk factor level 5 or greater. This represents a decrease of 1.2%. The most common at-risk factors are:

Our tested population has a representation of three home languages – American Sign Language, Chinese and Spanish. There is a total of 5 SIFE students.

NYSESLAT

When analyzing the NYSESLAT scores of the 238 students who took this assessment in 2017, we find a total of 67 students who advanced at least a proficiency level.

Eighty-five students remained at the same proficiency level. There is a decrease of students who regressed on the NYSESLAT as compared to previous administration (2016 – 20 students, 2017 – 16 students). All the students who regressed have the commonality of having taken the NYSESLAT at the entry point for a new grade band (1-2 and 3-4). Five of the students who regressed were holdovers within past three years. Fifteen students scored commanding (6.3%).

The modality of strength is speaking. One hundred twenty-eight scored high in it. The second modality is reading with 74 students, the third one is writing with 41 students and the last one is listening with 34. These results show a tremendous gap between the highest modality, speaking, and the lowest one, listening. Listening should be developed across all content areas since this is the entry point to acquire a second language. The second strongest modality is reading followed by writing.

In order to increase the Listening component, PS 5 educators use the following strategies:

Writing component is addressed using the following practices:

When looking across grades and its modalities, grades can be ranked in the following manner (addition of all modalities within a grade):

PS 5 initiatives to target all language modalities:

ELLS’ 2017 NYSESLAT Results and NYS ELA Results

Fifty percent of our ELLs in current grades 4 and 5 obtained level 1 on the NYS ELA. Their NYSESLAT proficiency levels range
from emerging to commanding. Forty-one percent obtain level 2. Level 2 students on the NYS ELA represent a total of 19 students. Sixteen students are at the expanding level and three at the commanding level.

ELLs on the NYS ELA on grade level or above represent about 9%. There are 3 level three (1 expanding and 2 commanding). The only ELL found at level 4 obtained commanding proficiency level on the NYSESLAT.

Out of the total number of students tested on the NYS ELA 2017, 82% have received ENL services for at least four years. The 2017 School Performance Dashboard shows a +0.16 average proficiency increase on the ELA for our school. This is the same increase for our district. The City shows a decrease of 0.12 average proficiency rating for this subgroup on the ELA assessment.

ELLs’ 2017 NYSESLAT Results and NYS Math Results
Forty-five percent of our ELL population obtained level 1 on the NYS Math Test. Their NYSESLAT proficiency ratings range from entering to commanding.

Level 2 students on the NYS Math test also represent 45%. Their NYSESLAT proficiency ratings also range from entering to commanding. The breakdown is as follows:

Levels 3 and 4 students represent 10% of the ELLs currently in grades 4 and 5. Their NYSESLAT proficiency ratings range from transitioning to commanding.

The 2017 School Performance Dashboard shows a +0.14 average proficiency increase on the Math for our school and +0.19 increase for our district while the City shows a decrease of 0.23 on average proficiency rating for this subgroup on the Math assessment.

NYSESLAT Results and 4th Grade Science 2017 Results
After analyzing the RLAT and the 2017 4th grade Science results (SCDS), we find that 68% of our current fourth grade students obtain levels 1 or 2. Thirty-two percent of the students obtained levels 3 and 4.

A hundred percent of former ELLs obtained levels 3 and 4 on the last 4th grade Science test.

During this academic year, the following strategies/interventions are being implemented to support our ELLs:

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

P.S. 5 employs a variety of ways to disseminate the above findings:

All summative state data is presented during our first PD of the school year in September. Teachers have a chance to analyze, discuss our ELL data findings. Also teachers analyze, discuss and compare the findings to the district and the city.

In September during the professional periods, once a week and or the Monday Professional Development (2:30-4:00 pm), teachers meet and make decisions as to how to adjust the math, ELA, Social Studies and Science instruction according to the data. For example, after analyzing the ELA June Instructional Report, grade level teams figured out in which standards ELLs performed well and which ones they were struggling with. It was decided to shift some of the ELA units, making sure that the standards ELLs were struggling with were presented towards the beginning of the school year guaranteeing enough practice in order for students to improve their academic performance on those standards.

In Math, we noted when those particular standards were going to be addressed in the Go Math curriculum and planned activities to further consolidate understanding within those target standards, through the problem of the day, group work, as well as in fluency. After examining the item analysis data for the New York State Math Exam in grades 3-5, it has been determined that each grade will focus on the specific standards that had a low performance by the students. Across all standards, students struggled with multi-step word problems. To address this, students have been given a Problem of the Day packet that includes multi-step word problems. Many of these word problems are questions that have been released from the state both in the 2014-2015 and 2015-2016 testing year. In addition, Operations and Algebraic Thinking, Numbers and Operations in Base Ten and Numbers and Operations in Fractions are three areas that 3rd-5th grade teachers are targeting. In addition to the Problem of the Day, the math coach is providing teachers with a Word Problem packet that includes 2-step and
multi-step word problems that students are working on during their daily lessons targeting the three domain areas. During daily lessons teachers engage the class in practicing skills/strategies identified as a challenge. For example, Math Fluency was identified; therefore the math coach created various activities where the class focuses on Math fluency for 7-10 minutes daily. RLAT reports are provided to teachers and service providers throughout the year as a result of continuous ELLs enrollment.

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### Part IV: ELL Programming

#### 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.**

      P.S.5 offers a Freestanding ENL Program using Standalone, Integrated and Pull-Out Model. We have standalone in grades 1st, 4th, and 5th. The ENL Team consists of 2 full time teachers who provide instruction for the remainder of ELLs through an Integrated and Pull-out model (Entering/emergent only) or a combination of both. The students are placed in ENL specific programs according to parental choice, NYSITELL, and NYSESLAT results. Classes are formed heterogeneously, 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 or Integrated model so they can receive the mandated support. During the integrated, 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. In addition, the ENL and classroom teacher analyzes the NYSESLAT data by modality in order to continue developing the listening, speaking, reading and writing skills as needed. We make every effort to support all our ELLs by providing them with home language materials, books, dictionaries, glossaries, and test translations if needed.

   b. **TBE program. If applicable.**

      Our Transitional/Bilingual Program is offered from 1st Grade to 5th. There are 4 Transitional/Bilingual classes: 1 in first grd, 1 in 2nd grd, 1 in 3rd grd, and a fourth/fifth grade bridge class.

      P.S. 5 also has 2 Transitional Bilingual Special Education Self-Contained classes: 1 class composed of Kindergartens, 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 and English. The percentage of language instruction in the home language and the 2nd language is based on the NYSITELL and or the NYSESLAT scores. We also consider teacher observations, informal assessments and the number of years the student has been in a Transitional/Bilingual Program to determine placement. In Special Education classes the student’s Individual Educational Plan (IEP) is also considered when determining the language of instruction.

      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, Spanish with an English summary 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 classes, 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.

c. DL program. If applicable.
In order to close the academic achievement gap of our ELL students, we will be implementing a Spanish Dual Language Program starting September 2017 in Kindergarten and adding a grade in subsequent years. As we immersed ourselves in various research studies in the acquisition of a second language, it was evident that the students that participate in Dual Language Programs surpass the academic achievement of those in Freestanding ENL, TBE and Monolingual programs. The Dual language Team based their conclusion on the professional work and or research conducted by W.Thomas, V. Collier, S. Soltero, M. Calderon, N. Cloud, F. Genese and E. Hamayan to named a few. The language of instruction will alternate every other day within a two week cycle resulting in a 50-50 language distribution. For example, Group A will receive all instruction in English on Mondays and Spanish on Tuesdays. Group B will receive all instruction in Spanish on Mondays and English on Tuesdays.
The Dual Language class will be comprised of approximately 50% of English Proficient students (EPs) and 50% of English Language Learners. We believe that the integration of the EPs and ELLs is of the utmost importance since the integrated students will serve as language role models for each other.

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)?
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.
   PS 5 is committed to making content and language comprehensible and accessible to our ELLs in the DL, TBE & ENL programs, 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 (Tier 1 & Tier2 words), 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, writing workshop.
   In math we are preparing our students in the DL, TBE & ENL programs 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. ELLs 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 skills in communicating their mathematical thinking when working in small groups and sharing the process used to solve a specific word problem. ELLs 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.

In order to make content and language accessible and comprehensible for all students in the DL, TBE & ENL programs, teachers implement instructional scaffolds during lessons. Teachers are focusing in scaffolds provided by Persida and William Himmele in their text The Language Rich Classroom. For example, in order to develop higher order thinking skills, teachers “Ripple Questions” when dealing with open ended questions (pages 89-92). ELLs have the opportunity to first respond to the question individually using a quick write. Then ELLs are paired or work in small groups to share their answer and/or adjust it. Lastly the pairs or small groups share with the whole class. This scaffolds provide everyone with the time needed to first process the information individually and to have the opportunity to express themselves in a lower risk environment. Another example is, the New Vocabulary Log which includes students learning suffix and prefix when learning the meaning of new words. ELLs are able to figure out the meaning of words using morphological structures, and context.

We recognize the importance of practicing accountable talk or instructional conversations 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. Students 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 an 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 our students in the DL, TBE & ENL programs when expressing ideas orally or in writing. Our students in the DL, TBE & ENL programs 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.

We recognize the essential role that academic language plays in the success of our students in the DL, TBE & ENL programs. Teachers are developing academic language throughout the day by having instructional conversations as they focus on both language and comprehension in all content areas. In all our ELL classrooms, vocabulary is being introduced and reviewed. Tier 2 and Tier 3 words are being taught in all subject areas. In order to acquire a deeper understanding of the above DL, TBE and ENL teachers refer to Chapter 2, Developing Academic Language from The Language Rich Classroom by Himmele. 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 students in the DL, TBE & ENL programs in the alignment of ENL strategies, the use of the Native Language and the CCLS.

The following is a specific description of each of our programs:

Kindergarten Dual Language Program (DL):
Transitional Bilingual Program (1st):

Transitional Bilingual Program (Grades 2-5):

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

Ready CCLS NY: about 6 to 7 units conducted after each Social Studies Unit and Ready Gen Biliteracy Fictional Module.

Writing Fundamentals: Immersion, Narrative, Informational, and Opinion

Free Standing ENL (Grade 1)

Mathematics Instruction: Math instruction is delivery in English. In the classroom there are resources in the native language in order for students to refer to it if chosen to. There are two separate periods in the day dedicated to math instruction. Teachers in the ENL program grade 1 are using the Go Math curriculum and using the Ready Instruction curriculum as an additional resource.

Free Standing ENL Program (Grades 2-5):

NYC Passport Social Studies units: Informational units.

Ready Gen/Biliteracy: We are focusing on three Biliteracy units.

Ready CCLS NY: about 6 to 7 units conducted after each Social Studies Unit and Ready Gen Fictional Module.

Writing Fundamentals four units: Immersion, Narrative, Informational, and Opinion

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

Transitional Bilingual Program (1-5)

In the Transitional Bilingual Program teachers make sure that ELL’s are evaluated in their home language (Spanish) throughout the year in various ways. EDEL and Fountas and Pinell running records are administered in Spanish to determine each student’s instructional and independent reading level. This data guides teachers’ instruction in order to meet students’ needs. At the same time, this data allows teachers to group students homogeneously for guided reading and to focus on specific strategies geared to students’ needs. This data supports students in knowing their independent reading levels and
helps them set goals. During the Literacy Block, students are also assessed in their home language since the teachers confer with them as they read independently helping the teachers to acknowledge students’ strengths and areas of improvement. This at the same time, allows them to teach a specific skill or strategy to move individual student towards meeting grade level standards. The students in this program are also administered the CCLS aligned Literacy Performance Tasks in the Home Language (Spanish). The NYC Spanish home language test is used as an informational baseline. In addition we evaluate the home language of our TB students using the Accelerated Reading. Accelerated Reading is a technology based program, its main goal is to increase literacy proficiency. The program establishes a reader diagnostic test that assesses reading comprehension using instructional levels.

Math instruction is delivered in Spanish and ELLs are assessed in Spanish. At the beginning of every Go Math chapter, teachers utilize the “Show What You Know” diagnostic assessment. This assessment is used to determine if ELL students need intervention for the chapter’s prerequisite skills and provides support to assist if they do. During daily instruction teachers utilize the quick check problems in Go Math to determine which students if any, need additional support and pulls them in a small group for re-teaching. This opportunity for re-teaching provides an additional layer of support to the ELL students. They are working in a small group with the classroom teacher. ELLs are also given chapter test and the Math Performance Task in the Home Language. TBE teachers also meet as a team to look at Spanish performance tasks and student work. 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.

Dual Language /Spanish(K) DL classes are also administered the CCLS aligned Literacy Performance Tasks in the Home Language (Spanish). Math instruction is delivered in Spanish, DL students are also given the Math Performance Task in the Home Language. DL teachers also meet as a team to look at Spanish performance tasks and student work. 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. We evaluate the home language of our DL students using the Accelerated Reading. Accelerated Reading is a technology based program, its main goal is to increase literacy proficiency. The program establishes a reader diagnostic test that assesses reading comprehension using instructional levels. DL students are assessed throughout the year in their home language. Teachers in the DL programs analyze the information provided by the program to provide instruction geared specifically to the students’ individual reading ability, fluency and grade equivalent needs. The program helps us track growth in a consistent manner.

ENL Programs (K-5) Teachers in the ENL program do not evaluate the home language of our students. All of the instruction is provided in the new language (English).

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

SIFE: students receive a 60/40 model for instruction. In our TBE classes in grades 3-5, 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. 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 to 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.

Newcomers: Newcomer students who are placed in the TBE model receive 60% of instruction in HL and 40% in ENL. 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. 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. For students receiving ENL in the self contained or the integrated model, academic intervention teachers use Guided Reading Benchmark and/or Leveled Literacy Intervention by Fountas & Pinnell 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: Long-Term ELLs will be following the curriculum of the year they are in. 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: Our mandated former ELLs students remain in the ENL program, in an integrated model for 2 years following the school year in which the student exited from ELL status. Former ELLs receive a minimum of 90 minutes of ENL per week for two years. Former ELLs are involve in small group discussion routines that encourage 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 book clubs are conducted to build understanding of genre structure, participate in thoughtful
conversations grounded around one book title or theme and engage in critical thinking. Students use rubrics and checklists to know what is expected of them in literacy and in math.

6. 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?

ELLS with Special Needs: Bilingual Special Education certified teachers and ENL certified teachers use Common Core aligned curriculum and materials. 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 ENL 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.

7. 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?

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.
8. 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.

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

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

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

TIER 2 Intervention
Students receiving Tier II intervention meet with the intervention teacher three times per week in groups of 5-6, for sessions of 20-40 minutes, during 6-10 week cycles. Instruction focuses on the 5 pillars of reading, phonemic awareness, phonics, fluency, vocabulary and comprehension. Tier I intervention continues in the classroom, provided by the classroom teacher. The STAR assessment is used for progress monitoring for Tier II intervention.
The Estrellita program is a supplementary, accelerated, beginning Spanish reading program. We use it for bilingual students in grades K-2. It provides multi-sensory instruction in phonemic awareness, phonics and fluency. The Estrellita program is utilized across Tiers 1, 2 and 3. Progress monitoring is being conducted approximately every two weeks. Spanish Guided Reading Intervention-Benchmark Program is utilized with students in grades 3-5. The Star assessment in Spanish is administered for progress monitoring. At the present time 23 Bilingual students are receiving Tier II intervention in Native Language Arts. Out of those 23, two students are SWD’s. Bilingual students are being serviced by two bilingual teachers.

TIER 3 Intervention
More intense intervention will be provided to students after a minimum of 20 weeks of Tier 2 intervention. Groups will consist of 1-2 students, for 45 minutes, five times a week. Programming will focus on the five pillars of reading, using a research-based program with progress monitoring for at least 10 weeks.

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

Math
All classes are using the Go Math! Program in English and/or Spanish. In addition to providing math instruction, the program provides enrichment, differentiated instructional options for our ELL students, intervention strategies and games to address the needs of our students on a daily basis. The Go Math! Curriculum provides RtI intervention that can be done immediately in the classroom. The program is designed to provide intervention on a daily basis to students who didn’t grasp the concept of the lesson and provide Tier I intervention in the classroom. The curriculum also provides Tier II and Tier III intervention for students who need more support in the daily lessons. Many of these students are our ELLs. The tiered intervention lessons provide visual models as well as hands-on, kinesthetic approaches to the content being taught. Manipulatives and a rich interactive on-line component also provide support for our ELLs. Students are challenged with the demands of the CCLS mathematical shifts through Higher Order Thinking problems on a daily basis that encourage students to apply mathematical concepts in a “real world” situation. This provides a different entry point that many of our ELLs can use to access the content.

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 Science Cluster teacher provides the core math instruction to the 4th 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. Furthermore, we implement 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.

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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

A Kindergarten Dual Language Program will be implemented starting September 2017.

Math:
In order to close the achievement gap among ELLs we will use a combination of Go Math and Ready during the math instruction. Both materials are available in English and Spanish.

10. If you had a bilingual program, what was the reason you closed it?

We have not closed a bilingual program.

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

ELLs participate in Children’s Aid Society after school, Title III, Math Saturday, ELA after school, Spring & Winter Math & ELA programs. Applications, invitations, registrations forms, permission slips for these programs are written in the parents’ preferred language of communication. These invitations/applications are sent home via backpack. In the event that a specific parent is interested in the aforementioned programs, they are required to return the signed permission slips. Also phone calls are made notifying parents of the availabilities of these programs. 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 (through New York City Passport Social Studies) as well as the integration of the arts in the Home Language and/or English depending on the child’s proficiency level. A Math Saturday Program provides ELLS with foundational math support from October-April. ELA after school program provides extra support in ELA strategies to our ELLs. Spring and Winter Holiday Programs in ELA/Math assist ELLs in improving their academic performance. 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.

Title III Hope Academy (Higher Order Performing ELLs)
Through the After-school program (Wednesday -Thursday 2:30 -4:00pm and Saturday (9am-12pm) funded through Title III funds, ELLs will have the opportunity to strengthen 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 Social Studies Content through NYC Passport, 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. Furthermore, students will develop their academic and text based
vocabulary and content understanding through text based discussions and writing grounded in evidence from the text.

ELLs also participate in the Chess Club and in chorus.

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

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

**ELA**
- Pearson Ready GEN
- Biliteracy Pathways (English)
  - Trade Books
  - Scaffolded Strategy Handbook
  - Fundations K-3
- Writing Fundamentals
- Benchmark Education Guided Reading Books
- Fountas and Pinell Leveled Literacy Guided Reading Books
  - Leveled classroom libraries

**HLA**
- Estrellita
- Biliteracy Pathways (Spanish)
- Writing Fundamentals (Spanish)
  - Benchmark Education Guided Reading Books (Spanish)
- Fountas and Pinell Leveled Literacy Guided Reading Books (Spanish)
- Mondo Book shop Guided Reading Leveled Books (Spanish)
- A Plus Common Core Spanish Literacy and Yabisi by Santillana (resources).

**Social Studies**
NYC Department of Education Social Studies Unit of Studies in each grade. All ELL teachers have a set of the Core Curriculum materials.

**Mathematics (All materials available in Spanish for Bilingual Classes)**
- GO Math Student workbooks
- GO Math Re-teach book
- GO Math Strategic Intervention book
- GO Math Intensive Intervention book
- GO Math Enrichment book
- GP Math Grab and Go Activity Center
- GO Math i tools (virtual manipulatives)
- Animated math models
- Ready Books

**Science**
The Cluster teachers use the FOSS System to administer instruction in English and Spanish. The Harcourt Brace series in English and Spanish and trade books in English and Spanish is also used to teach Core Science Curriculum.

**Technology**
- Kidspiration – Grades 2-5 (math)
- Samson Classroom – Grades K-2 (develops vocabulary & also used in math and literacy)
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Transitional Bilingual Education (TBE):
   Our Transitional/Bilingual Program is offered from first 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. The Language of Instruction in our two 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 ELLs with materials written in the home language, books, dictionaries, glossaries, and test translations if needed.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   During the integrated time, 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 stand-alone time the ENL teacher reinforces concepts and/or strategies covered in the classroom. All materials are age and grade level appropriate. For example big books are use in grades k-2. Ready NY CCLS Math and ELA materials are use in grades 2-5.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   We do not share our building with other schools.

16. 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).
   At the beginning of the year Newly Arrived ELL’s get a tour of the school provided by the ENL teachers (out of the classroom personnel), Counselor and/or Parent Coordinator. The ELL’s that are enrolled throughout the year, along with the ones registered in September, are given the opportunity to attend our HOPE academy (Title 3), Math Saturday Academy, the Choir, Children’s Aid After School Program. Newly Arrived in grades 3-5 receive additional support to develop their Basic Support Skills in their new language.

17. What language electives are offered to ELLs?
   At the present time we do not offer any language electives to ELLs.

18. 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)?

a. What language model is used? Explain how much of the instructional day (percentage) English Proficient Students and English Language Learners is integrated.

We will be implementing a Side by Side Dual Language Model Program in September 2017 by an alternating full day two week cycle resulting in a 50-50 language distribution. The Dual Language class composition will be comprised of approximately 50% English Proficient students and 50% English Language Learners. We believe that the integration of the EPs and ELLs is of the utmost importance since the integrated students will serve as language role models for each other. Therefore, we will ensure that Eps and ELLs are equally integrated in both classes.

In which language(s) is each core content area taught?

B. The Kindergarten Dual Language Program will teach each core content area by alternating target language as follows:

Week One: Monday-English, Tuesday-Spanish, Wednesday-English, Thursday-Spanish, Friday-English.

Week two: Monday-Spanish, Tuesday-English, Wednesday-Spanish, Thursday-English, Friday-Spanish.

This model ensures an equal fifty-fifty status of language use throughout the program. In the event of a school holiday, the target language used will be adjusted to maintain continuity of alternating languages.

How is each language separated for instruction?

C. Each language will be separated for instruction as outlined in the 2 week cycle schedule in Part b. During targeted language days fidelity to language will be strictly maintained.

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Emergent Literacy will be taught in both languages, English and Spanish (simultaneous), in both classrooms following the designated language according to the alternating days schedule for Week 1 and Week 2.

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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 and non-pedagogic staff.) 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?

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, The Language-Rich Classroom, A Research-Based Framework for Teaching English Language Learners. In this book, the authors Persida and William Himmele present a five-part, research-based framework-CHATS- that teachers can use to help ELLs, as well as other students, improve their language skills and attain deeper content comprehension. This is a field tested framework that includes diagnostic tools, comprehensive overview of second-language acquisition, and teaching techniques to boost language learning in any classroom. The Assistant Principal Supervising ELLS will continually check workshops offered by The Division of English Language Learners and Students Support and MFSC to update to ensure that bilingual teachers, ENL teachers and non-ELL teachers receive the required professional development hours that must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. C=Content reading strategiesH=Higher-order thinking skills,A=Assessment tools,T=Total participation techniques, andS=Scaffolding strategiesThe following Professional Development opportunities will be available on Mondays, 2:30-4:00 pm:October: The Dual Language Program: Closing the Achievement Gap October 16, October 17, October 30, 2017 Citywide Respect for All, De-escalation/ Crisis Processes and Procedures Emotional Intelligence Component-RULER November: Essential Components of Effective Mathematics Instruction for ELLs The Socratic Approach to ELL instruction (A cohort will attend) Event dates: November 1 and November 2, 2017 December: Understanding Language Research/Theories of Second Language Acquisition Scaffolding Instruction in Elementary Mathematics for English Language Learners (Grades 3 to 5) (A cohort of teachers will attend) Event Dates: December 1 and January 26 January: Developing Academic Language Strengthening Tier I Math Instruction within an RTI Model for ELLs (Grades 3 to 5) (A cohort of teachers will attend) Event Dates: January 22 February: Developing Oral Language Through Academic Conversations Register for Strengthening Tier I Math Instruction within an RTI Model for ELLs (Grades 3 to 5) (A cohort of teachers will attend) Event Dates: February 15 October, January, April: Social/Emotional SupportEmotional Intelligence Component-RULER, a program from Yale University September-May: Examining ELL Student’s Work (Conducted by Assessment Matters) September-May: Book Study, "The Language Rich Classroom"

2. 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.

As per CR Part 154.2 regulations all teachers receive 15% and or 50% of total PD hours specific to ELL professional development. Teachers will attend Monday’s PD from 2:30-4:00 pm. Also they will attend PD’s conducted by the Division of ELL and Student Support.

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.
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?

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. Sign Language interpreter is also schedule during EPC's, meetings and events, for the family that needs that service. Monthly class parent sign in sheets will be kept in a binder in the main office. If any parent cannot make it during that designated time, teachers and school staff will reach out to parents to find a time that is suitable for them to meet. In the event that parents are not able to make it to the school for a meeting, phone conference meetings with translation services are offered to parents. Teachers and staff make all necessary accommodations for opportunities to engage with parents and families of students.

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

The parent coordinator is a valuable part of our school community. The parent coordinator serves as a Liaison connecting the parents and staff of the school. In this role, she is able to hear concerns and interests of the parents, understand expectations of the school and seek out opportunities for workshops and community connections that empower and inform parents. We recognize the importance of parental involvement to the academic success of our ELLs. Parents are an integral part of our learning community. Parents here at PS 5 serve as leaders on school teams such as the School Leadership Team (SLT), Parent/Teacher Association (PTA) and Language Allocation Policy (LAP) team. On these teams, parents assist in developing the Comprehensive Educational Plan (CEP) whose goals are focused on the academic and social success of all our ELLs. 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. 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 during the day and in the evening, giving the opportunity for working parents to become active participants. All meetings are offered in the parents’ native language (Spanish) and written materials are provided in Spanish, Arabic, and other languages as needed. As a community school, we partner with Children’s Aid Society in offering our parents different opportunities to get involved. Parents attend classes to learn English as a Second Language and also participate in yoga, zumba and technology workshops.

Under Title III ELL parents participated in ENL classes after school while their children also participated in their Title III after school program.

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.
### 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.

- A Student/Parent Handbook has been created in English and Spanish.
- Our ELLs in grades 3-5 have the opportunity to be a member of our prestigious Chorus.
Part V: ELL Identification Attestation

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Christopher Anest, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>C. Anest</td>
<td>Principal</td>
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<td>10/20/17</td>
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<tr>
<td>A. L. Ariza</td>
<td>Assistant Principal</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>M. Garcia</td>
<td>Parent Coordinator</td>
<td></td>
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<tr>
<td>A. Espinar</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Y. Balbuena</td>
<td>Parent</td>
<td></td>
<td>10/20/17</td>
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<tr>
<td>F. Camejo</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>A. Caminero</td>
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<td>R. Vargas</td>
<td>Coach</td>
<td></td>
<td>10/20/17</td>
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<tr>
<td>C. Callwood</td>
<td>Coach</td>
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<td>10/20/17</td>
</tr>
<tr>
<td>J. Caceres</td>
<td>School Counselor</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>M. Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>A. Cohen</td>
<td>Field Support Center Staff Member</td>
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<td>10/20/17</td>
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<tr>
<td>L. Thomas</td>
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<tr>
<td>A. Lopez</td>
<td>Other Related Service Provider</td>
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The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>(*Primary)Yaribeth</td>
<td>Peralta</td>
<td>Clerical Worker</td>
<td>YES</td>
<td>YES</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

   34% of parents prefer written communication in English
   65% of parents prefer written communication in Spanish
   0.3% of parents prefer written communication in Chinese.
0.15% of parents prefer written communication in Bengali

34% of parents prefer oral communication in English

65% of parents prefer oral communication in Spanish.

0.3% of parents prefer oral communication in Chinese.

0.15% of parents prefer oral communication in Bengali

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), and the students' emergency contact cards, are 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 Home Language Survey with a pedagogue present during the individual meeting. Upon completion 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the Department of Education Parent’s preferred Language Report (RCPL) for this school year 2018-19, the findings indicate that the majority of households are Spanish speaking 427. Also there are 227 households, English speaking. The latest report indicates students households in the following languages: Bengali (1), Chinese</td>
<td>The DOE Parent’s preferred Language Report (RCPL) for the school year 2018-2019, indicates that 429 parents</td>
<td>The percentage breakdown of the written preference is as follows:</td>
<td>The DOE Parent’s Preferred Language Report (RCPL) for the school year 2018-2019, indicates that 427 prefer oral communication in Spanish. 227</td>
<td>The percentage breakdown of oral preference is as follows: 64.8% prefer Spanish. 34.45% prefer English. 0.3% prefer Chinese.</td>
</tr>
</tbody>
</table>
The written and oral translation will be provided by the NYC DOE Language and Interpretation Unit, or by another 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.

<table>
<thead>
<tr>
<th>Preferred Written Communication</th>
<th>65.1% prefer Spanish.</th>
<th>34.45% prefer English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Spanish</td>
<td>227</td>
<td></td>
</tr>
<tr>
<td>In English</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>In Chinese</td>
<td>1 household</td>
<td></td>
</tr>
<tr>
<td>In Bengali</td>
<td>1 household</td>
<td></td>
</tr>
</tbody>
</table>

0.3% prefer Chinese.
0.15% prefer Bengali.

0.15% prefer Spanish.
0.15% prefer English.
0.3% prefer Chinese.
0.15% prefer Bengali.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 into Spanish. Written translation and interpretation services in Spanish are done by school staff and faculty. All other translation services will be provided by either the Department of Calendar, PTA meetings, and school closings reminders documents are disseminated on a monthly basis. All documents are translated into Written translations from English to Spanish of any document, is done by the school staff (i.e. Data Coordinator,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

Spanish by qualified school personnel.

Secretary, Parent Coordinator, Assistant Principal simultaneously.

All other letters/booklets provided by the DOE website are printed in the the parents preferred language of communication using the information provided by the ATS report (RHLA).

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents</td>
<td>4 formal face-to-face meetings will occur during this school year on 9/17, 11/15, 3/14, 5/13. Contractually, each Tuesday teachers devote 40 minutes (2:20-3:00 pm) to Parent Engagement. Communication is provided in either English and/or Spanish. Chinese translation services are provided by the NYC Department of Education Translation and Interpretation Unit, if needed. Informal interactions by the bilingual English and Spanish guidance counselor, secretary, family worker, and parent coordinator take place as needed. In accordance of new CR Part 154-2; at least 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.</td>
<td>The translations for the formal face-to-face meetings on 9/17, 11/15, 3/14/2019 &amp; 5/15/2019 for the school year 2018-2019 are provided by out of the classroom personnel who are fluent speakers of Spanish. Also personnel from Children's Aid Society is utilized to provide Spanish translation services.</td>
</tr>
</tbody>
</table>
translation during these meetings. The translation & Interpretation Unit is contacted for America Sign Language interpretation to address the needs of one family. The unit is also contacted for Chinese translation for another household. Our Bengali speaking parents are fluent in English, therefore translation is not needed.

During the Tuesday Parent Engagement allocated time, teachers make arrangements with their Spanish speaking colleagues and/or school staff (i.e. guidance counselors, family workers, parent coordinator) in case translations are needed from English to Spanish. They contact the Translation unit to communicate with our Chinese family.

The Additional parent teacher conference to discuss the progress and needs, the goals
of the program, their child's language development progress, their child's English language assessment results & language development needs in all content areas of ELL students will be conducted individually in the parent's preferred language. If child is placed in a bilingual class, the child's home language development in all content areas will also be discussed. The families of ENL students will be provided with translations by school personnel if needed. The translation and Interpretation Unit would be contacted for the American Sign Language and Chinese/Mandarin households.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of school emergency our non-English speaking parents are reached via phone calls in their preferred language of communication. Also robocalls are done in both English & Spanish. The American Sign Language family gets a text that provides information regarding the emergency. Google translation are made to communicate with the Chinese family..
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The school ensures that all staff members are aware of the goal of the Chancellor's Regulation A-663. A meeting takes place at the beginning of the school year 2018-2019 during the month of September during one of the Mondays Professional Development sessions. Also the principal includes this information once a month in his "Week in Advance" e-mail/memo to the staff.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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. Information regarding the translation services at the school is disseminated at PTA meetings and/or back to school nights. Monthly School Leadership Team Meetings are also used to disseminate information regarding translation services provided to parents.

Translation information posters are posted throughout the school building.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.