



WALTER H. CROWLEY SCHOOL OF LEADERSHIP AT I.S.5

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 24Q005

ADDRESS: 50-40 JACOBUS STREET ELMHURST, NY 11373

TELEPHONE: 718-205-6788

FAX: 718-429-6518

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: I.S.5 SCHOOL NAME: Intermediate School 5

SCHOOL ADDRESS: 50-40 Jacobus Street Elmhurst, N.Y. 11373

SCHOOL TELEPHONE: 718-205-6788 FAX: 718-429-6518

SCHOOL CONTACT PERSON: Tara A. Mrwik EMAIL ADDRESS: tmrwik@schools.nyc.gov

POSITION/TITLE:

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jennifer Miller

PRINCIPAL: Michael Dantona, I.A.

UFT CHAPTER LEADER: Patricia Crowley

PARENTS' ASSOCIATION PRESIDENT: Kazi Islam Monto

STUDENT REPRESENTATIVE:
(Required for high schools) Not Applicable

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 SSO NAME: I.C.I LSO

SSO NETWORK LEADER: John O'Mahoney

SUPERINTENDENT: Ms. Madeline Taub-Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Michael Dantona	*Principal or Designee	
Patricia Crowley	*UFT Chapter Chairperson or Designee	
Kazi Islam Monto	*PA/PTA President or Designated Co-President	
Jennifer Miller	SLT Chairperson	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
William Morgan	Member/Assistant Principal	
Vincent Randazzo	Member/ Assistant Principal	
Tara A. Mrwik	Member/Assistant Principal	
Henry Ramazzotti	Member/ Teacher UFT	
Matthew Finnerty	Member/ Teacher UFT	
Phenize B. Abdur-Rahim	Member/ Parent	
Haiou Ma	Member/ Parent	

Tony Poon	Member/Parent	
Albert Basman	Member/Parent	
John Gilheany	Member/Parent	
Gina Balbuena	Member/Parent	
Bonnie Wong	Member/Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Walter H. Crowley Intermediate School 5, founded in 1997, is a community of life long learners who strive to provide an educational setting that promotes the realization of aspirations shared by each and every member. Ideally, members of our community will develop a sense of self-esteem in a safe, secure, nurturing environment that fosters academic achievement, multicultural awareness and community involvement. Our ultimate goal is to provide members with skills in academic studies, decision-making, higher order thinking and communication so that they can be contributors in a technological age.

I.S. 5 has restructured into three smaller learning communities known as Academies: Law and Humanities, Media and the Arts, Science and Technology. While all students receive mandated curriculum in the core subject areas, each Academy maintains its own identity through extra-curricular programs/events and "Academy Colors". The sense of community is further enhanced through dedicated student support teams in each Academy consisting of an Assistant Principal, Dean and Guidance Counselor. An additional team consisting of an Assistant Principal, Crisis Intervention Teacher, Guidance Counselor and IEP Teacher supports our special education students. Additional social/emotional supports are provided through our Clinic Plus partnership with Western Queens Child Guidance. Intensive services are provided "in-house" during school hours for students and when warranted, for entire families.

I.S. 5 is a community which is immersed in data. With the advent of Acuity, staff is better able to determine strengths and deficits for students as a class, small group and as individuals in skills for ELA and Math. This information is used for classroom planning as a means to address student needs and curriculum revision and development. Through the use of a scanning system and Prosper software, pre and post unit exams were created to monitor student progress through the Science and Social Studies curriculums. Data retrieved from this system informs classroom planning and practices as well as curriculum revision.

For the first time in 10 years, I.S. 5 has made AYP for all sub-groups in both ELA and Mathematics. This success is attributed to the quality professional development that is provided for the staff on a regular basis by both "in-house" experts and consultants. In addition, the Achieve 300 program has been expanded this year to a school-wide initiative. Achieve 3000 is a research based literacy program based in non-fiction text. Students are assessed on a regular basis and remediate at their individual levels. By moving into a school-wide plan, the data is readily accessible to all core subject areas and becomes the basis for lesson planning and differentiation. This program also provides leveled text by subject matter which is a tremendous resource for science and social studies teachers.

As per our 08-09 Progress Report, there is still work to be done with our highest achieving students. Where in the past we have focused on differentiation for our bottom third students, we now recognize this initiative is equally important for this group of students. Curriculum committees, by grade and content, are meeting on a regular basis to explore ways in which to enrich our current curriculum maps to ensure that these students are challenged on a regular basis. A pilot class was created on grade 7 consisting of the top 30 performing students based on their NYS ELA and Math performance levels. The curricula for this class, while following the research based practices that are systemic in the school, is greatly enriched with challenging text and tasks. This progress of this group will be analyzed on a regular basis to determine if the creation of this "top" class above the S.P. level and a highly specialized curriculum promotes additional growth for these students.

We continue to refine the creation and analysis of customized exams through Performance Series and Prosper Assessment Systems. These systems serve to further inform instruction in Mathematics and provide data for Social Studies and Science. Students are administered a pre and post assessment for unit of study. Results of these assessments form the basis for student goals, planning and curriculum revision.

To further support both the academic and social growth of our students, I.S. 5 has entered into several partnerships with outside agencies and programs. Specifically:

- CASA Program: Enhancing Science education through hands on experiments and activities for students after-school
- Hayden Program-NY Hall of Science: Enhancing Science education (Exit Projects) through promoting the questioning (the whys, how and what if) of the world around us for students
- Science Olympiad: Enhancing Science education through content based competitions
- Urban Advantage: Enhancing Science education through partnering with several NYC institutions to promote awareness of the world we live in (NY Aquarium, NY Hall of Science, Museum of Natural History, Queens Botanical Gardens) and providing teachers with professional development opportunities on how to incorporate these institutions into their curriculum
- Tabula Digita: Enhancing Mathematics education through on line competitions in mathematical concepts for students
- TH4 Grant: Enhancing Social Studies education through the provision of professional development for teachers on research based best practices in the content area
- Title II D Grant: Enhancing all subject areas through the integration of technology in the classroom by providing in depth professional development for teachers
- NYC ECON-Bowl: Enhancing Social Studies and ELA education through providing students with the opportunity to debate in a competition around a pressing social issue from the past
- READ: Enhancing English Language Arts Education by providing students with the opportunity to tutor elementary level students in reading after school and weekends
- Maspeth Kiwanis-Builder's Club: Sponsored student group which promotes community awareness and responsible citizenship
- Western Queens Child Guidance Center: supporting students' and families' mental health by providing on site services

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

School Name: I.S. 5 - The Walter Crowley Intermediate School			
District: 24	DBN #: 24Q005	School BEDS Code #: 342400010005	
DEMOGRAPHICS			
Grades Served in 2008-2009: <input type="checkbox"/> Pre-K <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Ungraded			
Enrollment:			
(As of October 31)	2006-07	2007-08	2008-09
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	450	425	450
Grade 7	531	524	501
Grade 8	548	533	526
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	14	23	25
Total	1543	1505	1502
Attendance:			
(As of June 30 - % of days students attended)	2006-07	2007-08	2008-09
	94.7	94.9	TBD
Student Stability:			
(% of Enrollment as of June 30)	2006-07	2007-08	2008-09
	94.6	95.8	TBD
Poverty Rate:			
(% of Enrollment as of October 31)	2006-07	2007-08	2008-09
	94.6	95.8	TBD
Students in Temporary Housing:			
(Total Number as of June 30)	2006-07	2007-08	2008-09
	8	3	TBD
Recent Immigrants:			
(Total Number as of October 31)	2006-07	2007-08	2008-09
	86	77	72
Special Education Enrollment:			
(As of October 31)	2006-07	2007-08	2008-09
# in Self-Contained Classes	85	79	76
# in Collaborative	70	65	72
Suspensions:			
(OSYD Reporting Total Number as of June 30)	2006-07	2007-08	2008-09
Principal Suspensions	135	169	TBD

Team Teaching(CTT) Classes				Superintendent Suspensions	29	15	TBD
Number all others	56	62	58				
<i>These students are included in the enrollment information above.</i>							

English Language Learners (ELL) Enrollment:				Special High School Programs:			
(BESIS Survey as of October 31)	2006-07	2007-08	2008-09	(Total Number)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	17	15	11	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	256	253	236				
# ELLs with IEPs	38	33	45				
<i>These students are included in the General and Special Education enrollment information above.</i>							
Overage Students:				Number of Staff:			
(# entering students overage for grade as of October 31)	2006-07	2007-08	2008-09	(Includes all full-time staff as of October 31)	2006-07	2007-08	2008-09
	4	5	5	Number of Teachers	104	112	107
				Number of Administrators and Other Professionals	13	26	25
				Number of Educational Paraprofessionals	N/A	11	11
Ethnicity and Gender:				Teacher Qualifications:			
(% of Enrollment as of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
American Indian or Alaska Native	0.1	0	0.2	% fully licensed & permanently assigned to this school	98.1	100	100
Black or African American	2.7	2.6	1.8	% more than 2 years teaching in this school	64.4	69.6	82.2
Hispanic	55.7	53.8	52.3	% more than 5 years teaching anywhere	41.3	42.9	51.4
Asian	37.5	39.9	42.3	% Masters Degree or higher	81	80	85
White	4	3.8	3.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	99.3	96.8
Male	52	51.9	51.8				
Female	48	48.1	48.2				

2009-2010 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-2010 Based on 2008-2009 Performance):		
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement - Year 1	<input type="checkbox"/> Improvement - Year 2
<input type="checkbox"/> Corrective Action - Year 1	<input type="checkbox"/> Corrective Action - Year 2	<input checked="" type="checkbox"/> Restructured - Year Rg
<input type="checkbox"/> Requiring Academic Progress (SRAP) - Year		

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	Restructuring Y 4	ELA:	
	Math:	Restructuring Y 2	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	-			
Hispanic	√	√	√			
Asian	√	√	√			
White	√	√	-			
Other Groups						
Students with Disabilities	√ ^{SH}	√	√			
Limited English Proficient	X	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	8	6	0	0	0

Key: AYP Status					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-2009		Quality Review Results - 2008-2009	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
Note: Progress Report grades are not yet available for District 75 schools.			

Key: Quality Review Score

Δ	Underdeveloped	▶	Underdeveloped with Proficient Features	√	Proficient
W	Well Developed	◇	Outstanding		

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Based on the School Accountability and Overview report, Progress Report, Quality Review, periodic assessments, ARIS, and Inquiry Team research, and the collaborative Needs Assessment conducted during the 2009-2010 school year the following needs were identified:

Student Progress for English Language Arts indicates the following:

- 75% of our students scored at level 3 or above
- 71.4% of our students made at least 1 year of progress
- 89.1% of our students in the lowest 1/3rd made at least 1 year of progress
- 0.07 is our average change in student proficiency for level 3 and 4 students
- 0.28 is our average change in student proficiency for level 1 and 2 students

The overall score for student progress was 54.1 out of 60. Additionally, our school received extra credit for closing the achievement gap for Special Education students, English Language Learners, Hispanic, and Other students in the Lowest Third Citywide. Since our average change in student proficiency for level 3 and 4 students increased by .07 proficiency points, the data clearly indicates that there was growth with these students, but there is still a need for improvement. The data does indicate that there was adequate growth in the lowest 1/3rd and all other sub-groups. The NYS School Accountability and Overview Report for the 2008-2009 school year indicate that all students including all sub-groups have made adequate yearly progress.

Student Progress for Mathematics indicates the following:

- 89% of our students scored at level 3 or above
- 77.0% of students made at least 1 year of progress
- 80.0% of our students in the lowest 1/3rd made at least 1 year of progress
- 0.08 is our average change in student proficiency for level 3 and 4 students
- 0.52 is our average change in student proficiency for level 1 and 2 students

The overall score for student progress was 54.1 out of 60. Additionally, our school received extra credit for closing the achievement gap for Special Education students, Hispanic students in the Lowest Third Citywide, and Other students in the Lowest Third Citywide. Since our average change in student proficiency for level 3 and 4 students increased by .08 proficiency points, the data clearly indicates that there was growth with these

students, but there is still a need for improvement. The data also indicates that there was adequate growth in the lowest 1/3rd. The NYS School Accountability and Overview Report for the 2008-2009 school year indicate that all students including all sub-groups have made adequate yearly progress.

Student Progress for Science indicates the following:

For the past three school years, our students have made adequate yearly progress in Science. In addition, all of our groups have met the criterion for participation rate for the past three school years. Regarding test performance, all student groups met the test performance criterion because each group's performance index (PI) exceeded their progress target (PT).

Student Progress for Social Studies indicates the following:

Data from the previous Comprehensive Information Report 2007-2008, for grade 8 students indicated that only 46% of all students scored at levels 3 & 4. New data from the 2008-2009 school year indicates that 52% of all students scored at levels 3 & 4. This is an improvement from the previous year and indicates a 6% increase in the number of students meeting NYS Social Studies Standards. In addition, Students with Disabilities also made gains. In SY 2007-2008 only 16% of SWDs scored at levels 3 & 4 as compared to SY 2008-2009 were 11% scored at levels 3 & 4. Therefore, the data indicates that there is still a need for improvement with our Students with Disabilities.

GREATEST ACCOMPLISHMENTS

As indicated in the Quality Review, Intermediate School 5 is a well developed, school with the following greatest accomplishments:

- The leadership team is united in creating the momentum for improving student achievement.
- The teachers work well in teams and make excellent use of data to plan their curriculum and instruction.
- Data is used effectively at all levels to identify improvement areas for individual, groups and subgroups of students.
- Students in greatest need of improvement receive excellent support and, as a result, make very good progress in achievement.
The broad curriculum, including a strong arts component, a high degree of challenge, variety and interest for student learning.
- The students demonstrate enthusiasm, motivation and engagement in their learning.
- The parents have great praise for the quality of education and the range of enrichment opportunities available for their children.
- There is a highly respectful, caring and nurturing culture in the school.
- The students' enjoyment of their education is leading to high and improving attendance levels.

As a result, the school has made great progress in addressing the issues identified for improvement in the previous Quality Review. Teachers in all content areas have regular opportunities to meet, plan and share best practices. All teachers receive excellent support and guidance from the Principal and their administrators to assist in their own learning. Professional development over the last school year focused on instructional practices and strategies for English language Learners. As a result, this sub-group has made good progress

through the focused support they have received. Teachers at our school are using data effectively to monitor student progress and inform the instructional practices.

Additionally our school currently has part time mentors in all major content areas including English as a Second Language. Our Academic Intervention Team consists of 2 part-time AIS teachers who are currently servicing 127 students in the bottom 1/3rd. We have also implemented an online program for all students entitled, "**Achieve 3000**." This web-based, individualized program promotes language acquisition, reading comprehension, vocabulary, and writing proficiency. Our ELA curriculum has been revised to meet the needs of our SWD and ELL students with appropriately leveled texts to match the varied reading abilities of this population. In addition, the curriculum has been "ramped-up" to challenge the students who have made gains.

In order to better meet the needs of our Students with Disabilities, we have increased ELA periods to 12 periods per week and Math to 10 periods per week for all self-contained Special Education students. The ELA Curriculum has also been modified based on student's instructional levels. We have two intervention programs in place for this group: **Achieve 3000**, two times per week, and **Wilson** as needed. ELA classes are paralleled; students are grouped according to reading levels

Based upon assessment data and student work, we have concluded that our students are not meeting grade level standards in writing. In response, our ELA department has created an "**On-Demand Writing**" unit. This study has been rolled out over the past two school years with great success. Through analyzing student work, we have evidence of great improvement in the overall structure of the students' essays. As a means to expose students to the type of in depth literary work they will be exposed to in high school, we have introduced two additional author studies on grade 8: S.E. Hinton and Robert Frost. In order to promote higher-order thinking, all of our author/genre studies have been revamped to "concept" studies. Each grade will be studying a concept through the examination of an "essential question."

In 2008-2009 our Inquiry Teams had a major impact on various groups of students. Ninety percent of the students studied moved up one level, beginner to intermediate or intermediate to advanced, as measured by the NYSESLAT, after being at the same level for the past three years. Due to the great success, this academic year we have developed 3 Inquiry Teams:

"Special Education"-researching Vocabulary- 100% of the target population made progress in reading comprehension and increased their Fountas & Pinnell reading levels.

"English Language Learners "- researching Vocabulary- Over 90% of the target population made gains in their Lexile reading levels.

"On-Demand Writing"- researching Writing best practices – 70% of the target population improved the score on their On-Demand Writing Assessment by more than one level.

In addition, our school has received the following honors and awards:

- *NYC ECON-Bowl* -Champions 2006-2007- Finalists 2007-2008
- *Ballroom Dance Competition* – Silver Medalists
- *Science Olympiad* Participants
- *Builder's Club*- Sponsored by the Maspeth Kiwanis
- *Urban Advantage* Demonstration School

AIDS TO CONTINUOUS IMPROVEMENT

Through information gathered from the results of the Quality Review and our own findings the most significant aids to continuous school improvement are:

- The great amount of technology in the classrooms: C.P.S, Smart Boards, Laptop Computer Carts
- Established Academic Intervention Team servicing over 127 students
- Part-time mentors in all major content areas

- Collaborative Instructional Cabinet and Leadership Team
- Data Savvy Teachers- Data is used throughout the school to inform instruction
- Collaboration amongst teachers
- All Professional Development is aligned with the school's needs
- Excellent Community Relationships
- Instruction delivered by Highly Qualified Teachers
- Implementation of various strategies to improve Parental Involvement
- Greater support for ELLs and Students with Disabilities
- Various school based Inquiry Teams which are developing and sustaining a community of Inquiry

BARRIERS TO CONTINUOUS IMPROVEMENT

The barriers to continuous improvement were identified based on the results of the Quality Review and our own findings and are as follows:

- Socio-Economic Status of our students and families
- Language and Cultural Barriers
- City-Wide Budget Cuts
- Lack of Parental Involvement
- Continue to streamline whole school improvement goal setting by building on students' projected growth in achievement from their present benchmark levels
- Further refine strategic planning by including interim checkpoints to monitor progress in reaching long-term goals for improving student achievement
- Further develop the consistency in the differentiation of instruction to provide more challenging learning opportunities for high achieving students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

GOAL #1: By June 2010 to revise current ELA curriculum map to include concept studies which expose students to varied texts thereby increasing the amount of instructional time students spend reading.

- Collaborative Teams will modify the current ELA curriculum to include variety of texts increasing the amount of instructional time spent reading non-fiction text. The new curriculum will be a 50/50% merger of fiction and non-fiction, as compared to the old curriculum which was 100% fiction. In addition, Achieve 3000 will be utilized in the classroom one block per week (General Education) 2 blocks per week (Special Education) to assist with increasing the amount of time spent reading non-fiction text.

GOAL#2: By June 2010, 85% of staff will receive targeted Professional Development for the effective incorporation of instructional technology as a means to develop and deepen research based instruction.

- Staff will be trained to incorporate technology into their instructional strategies. These practices will be incorporated into lesson plans as a means to increase student engagement. They will develop a variety of skills which will enable staff to create interactive instructional activities.

GOAL#3: By June 2010, English Language Arts, Mathematics, Science and Social Studies departments will devise a system for setting student goals based on data, measuring interim progress through benchmarks.

- Each department will create and utilize Student individualized Goal sheets to effectively communicate progress with parents. They will use a variety of data sets to set students' goals specific to subject area. They will monitor the student's progress towards meeting these goals.

GOAL#4: By June 2010, to increase number of parent events as a means to promote parental involvement.

- To increase parent involvement by increasing the number of annual events. In conjunction with the school Executive Board, School Leadership Team, Assistant Principals and the Parent coordinator, we will create and schedule a menu of Parent workshops that will be available for parents to partake in.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 to revise current ELA curriculum map to include concept studies which expose students to varied texts thereby increasing the amount of instructional time students spend reading.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Devise a year long pacing calendar containing "Essential Questions" around a concept- July 2009-June 2010 (ELA teachers and Assistant Principals) • Provide ongoing professional development for ELA teachers on analyzing data, best practices related to reading non-fiction, and curriculum development- September 2009-June 2010 (Assistant Principal) • Devise a schedule for teams to meet (Assistant Principal) • Create new curriculum guides/maps (ELA Teachers and Assistant Principal) • Purchase related instructional materials (Principals and Assistant Principals) • Build Achieve 3000 periods in to studies' ELA program-August 2009-September 2009(Assistant Principal) • Provide ongoing professional development for ELA/ESL teachers on the use of Achieve 3000 instructional program-September 2009-June2010 (ELA/ESL Assistant Principals) • Provide content teachers with reading levels based on Level Set Assessments for appropriate non-fiction text-September 2009, January 2010 and June 2010 (All Assistant Principals) • Provide parental workshops for parents on the use of Achieve 3000 at home-September 2009-June 2010 (Teachers, Assistant Principal & Principal)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Applied or and received SIFE and SINI Grant to purchase student/teacher licenses • Schedule additional funding to purchase student/teacher licenses • Title I Set-Aside
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Professional Development participant sign in sheets-September 2009-June 2010 • Curriculum Team sign in sheets- September 2009-June 2010 • ELA curriculum guides/maps by grade level • Achieve 3000 student schedule-September 2009 • Achieve 3000 professional development sign in sheets- September 2009-June 2010 • Achieve 3000 student progress reports- Level Set I (October 2009),Level Set II (January 2010), and Level Set III (June 2010) to show growth in student Lexile levels • Informal/Formal Observation Report: September 2009-June 2010

Subject/Area (where relevant):

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 85% of staff will receive targeted Professional Development for the effective incorporation of instructional technology as a means to develop and deepen research based instructional strategies.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Select teachers will participate in 60 hours of training through the Title IID Grant- September 2009-June 2010 (Principal& Assistant Principals)• Contact Title IID Liaison• Register participants (Principal & Assistant Principals)• Schedule Title IID funds for per diem (Principal)• Schedule Professional Development sessions (Principal& Assistant Principals)• Outline expectations for incorporation of technology during pre/post observation conferences (Principal, Assistant Principals, Teachers)• Schedule Title I Set-Aside funding to supplement Title IID funding to cover cost (Principal)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I- Set-Aside • Cohorts of teacher trainers to turn key information during a series of Saturday Professional Development sessions • Title IID funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Professional Development Sign- In sheets- September 2009-June 2010 • Teacher created projects/lesson plans for Title IID Grant • Informal/Formal observation reports- September 2009-June 2010 • Smart Board Collaborative teams to share best practices

Subject/Area (where relevant):

Content Area Subjects: ELA, MATH, SS, and SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 90% of the English Language Arts, Mathematics, Science and Social Studies departments will implement a system for setting student goals based on data, measuring interim progress through benchmarks.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Create content area teams to develop individual goal setting system to meet specific needs of each given department (Math, English Language Arts, Social Studies, and Science Department Teachers and Content Area Assistant Principals)-September 2009-June2010• Schedule Meetings (Assistant Principals)• Create Goal Sheets (Teachers, Principal and Assistant Principals)• Department Meetings to address specific areas of concerns in content specific areas (Principal, Assistant Principals and Teachers)• Timelines Vary: Example: <u>Math, Science and Social Studies</u>-unit-by-unit, <u>English Language Arts</u>: 4 interim checkpoints
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none">• Per Session-Title I Set-aside• Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• Interim checkpoints as deemed appropriate by content area.• Goal sheets created• Informal/Formal Observations-September 2009-June 2010• Increased student outcomes based on data sets available for each content area, Ex: Unit Exams in Math, Social Studies, and Science. I.T.A.'s in ELA and Math (Acuity) Pre/post assessments based on content area- September 2009-June 2010

Subject/Area (where relevant):

Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase number of parent events from five in 2008-2009 school year to eighteen in the 2009-2010 school year as a means to promote parental involvement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The school Executive Board, School Leadership Team, Assistant Principals and the Parent Coordinator, will create a menu of Parent workshops that will be available for parents to partake in. • Schedule Informational Workshops- September 2009-June 2010(Principal, Assistant Principals, Parent Coordinator& Executive Board) • Appoint Assistant Principal or teachers to facilitate workshops (Principal) • Create informative PD for parents (Principal, Assistant Principals& Teachers) • Create a reflection feedback sheet for parents to let us know what they liked or need more assistance with to schedule follow up workshops (Principal& Assistant Principals)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • SINI Grant • Title III • Tax-Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Attendance Sheets to assess participation rate • Parental reflective assessment sheets • Increased attendance for all parent events-September 2009-June 2010

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	32	10	N/A	12	17 mandates (as needed basis)	13 (as needed basis)	1 mandate (as needed basis)	1 Mandate (as needed basis)
7	11	18	N/A	N/A	28 mandates (as needed basis)	30 (as needed basis)	As needed	2 mandated (as needed basis)
8	17	20	30	N/A	20 mandates 521 H.S. services	24 (as needed basis)	1 mandate (as needed basis)	As needed
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>ELA AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Differentiated instruction in all ELA classes- Tier I Intervention • In addition to Tier I intervention, those students identified will receive an additional 1-2 45 minute periods of Tier II intervention provided by our AIS teacher <p>Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention.</p>
<p>Mathematics:</p>	<p>AIS in math is being implemented in several ways:</p> <ul style="list-style-type: none"> • Differentiated instruction in all Math classes-Tier I intervention • In addition to Tier I intervention, identified students will receive an additional 1-2 45 minute periods of Tier II intervention provided by our AIS teacher <p>Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention.</p>
<p>Science:</p>	<ul style="list-style-type: none"> • In addition to the State mandated periods of science instruction identified students will receive an additional support for the Regents Exams during lunch periods and after school AIS
<p>Social Studies:</p>	<ul style="list-style-type: none"> • Not Applicable
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>School counselors will provide guidance and counseling services during the school day. One period a week or more if needed, to all students at risk. The service is offered in English and Spanish. Students are assisted in learning how to deal with personal issues including school, friends, and family.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist will offer clinical services. They will observe at-risk students that are in possible need of an evaluation.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Social worker will provide counseling services to at risk students during the school day for one or more periods a week as needed. Students will be assisted in dealing with family crisis, and various personal issues.</p>
<p>At-risk Health-related Services:</p>	<p>Health related services are offered during the school day, one period a week or as needed, to all students. Students are assisted in learning how to deal with health related issues.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

LANGUAGE ALLOCATION POLICY
2009 – 2010

I. School ELL Profile

LAP Team Composition

School	Walter H. Crowley School of Leadership at I.S. 5
Principal	Michael Dantona
Assistant Principal	Margarita Gonzalez
Parent Coordinator	Clara Alonso
Literacy Coach	Christine Lynch
ESL Teacher/Coor.	Shannon Horan
Guidance Counselor	Athena Levan

II. ELL Identification Process

The initial identification process for those students who may possibly be ELLs is as follows:

- Administer the Home Language Identification Survey (HLIS) by ESL coordinator
- Meet with assistant principal of ESL and/or ESL coordinator for informal oral interview
- Administer the LAB-R (if necessary)
- Place in appropriate grade/proficiency level ESL class

During the initial identification process, parents are informed of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). Once the student has been tested (Lab-R), parents are invited to an orientation session where they are informed of their child's program. Letters are translated into as many community languages as possible in order to encourage parent participation. Orientation sessions are held in October, January, and April. Parent notification letters are prepared by the ESL coordinator, who is responsible for the collection of the Parent

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Surveys and Program Selection forms, as well as the continuous testing and the facilitation of parent orientation sessions. The parent coordinator is also present at the orientation sessions with interpreters who speak the home languages of our ELL parents.

Once a student has been identified as an English Language Learner, he/she is placed in an ESL class according to his/her grade and proficiency level as per the LAB-R or NYSESLAT, informal oral interview and parent conference.

Over the past four years, the trend in program choices as per the Parent Survey and Program Selection forms has been freestanding ESL. The newcomers are mainly of Asian descent as compared to several years ago when our newly arrived students were mostly Latino. Our Asian parents prefer to have their children immersed in the English language as opposed to a bilingual Chinese class. As of September 2009, 97 percent of our newcomers' parents opted for ESL only.

III. ELL Demographics

Walter H. Crowley School of Leadership at I.S. 5 is located in Elmhurst, Queens and is restructured into three academies: Science and Technology, Media and The Arts, and Law and Humanities. We currently have 368 English Language Learners at I.S.5. Forty five percent are newcomers, twenty eight percent are special education students, and only six percent are SIFE (Students with Interrupted Formal Education.) The dominant language of our students by far is Spanish. However, there has been an increase of Chinese speaking students as well as Nepali. Other languages spoken by our ELLs are Albanian, Arabic, Bengali, Chinese Hindi, Indonesian, Korean, Nepali, Tagalog, Thai, as well as Urdu.

To ensure the achievement of high academic standards, and to accommodate the diverse needs of ELLs, I.S. 5 continues to provide rigorous standards-based instruction in a variety of learning environments by certified ESL teachers and Bilingual Special Education teachers. Over the past three years, Parent Surveys and Selection letters have indicated a preference for ESL programs conducted 100% in English. For those families who selected the options of English as a Second Language on the Parent Survey and Program Selection Form, I.S. 5 provides eight full ESL classes. Three of those classes are bridge classes for newcomers consisting of 6th, 7th, and 8th graders. In addition, we have two general education classes with advanced level ELLs. Our special education department has seven self-contained classes, as well as six Collaborative Team Teaching classes with English Language Learners. We have one Spanish Bilingual Special Education class with a total of 9 students. The bilingual class is a bridge class consisting of sixth, seventh and eighth grade students, who receive 8 periods of ESL instruction per week and 4 periods of Native Language Arts.

I.S. 5 has a freestanding ESL program in General and Special Education as well as a Transitional Spanish Bilingual program in Special Education. Students receive their mandated periods of ESL instruction as per the NYSESLAT. ELLs who are at the beginner/intermediate levels receive 8 periods of ESL instruction, while all students at the advanced level receive 4 periods per week. All students are served by ESL teachers through the co-teaching model. ESL teachers push-in during students' literacy periods. The general education teacher and ESL teacher work as a team to plan lessons and discuss best practices and strategies for their ELLs. The ESL teacher provides small group instruction during the work period. ESL teachers attend professional development with the literacy department. This provides them the opportunity to analyze student work and plan effectively with their co-teachers. In the Bilingual Special Education classrooms, instruction is provided in the student's native language with English as a Second Language. Instruction transitions from 60% native language in the beginning of the year to 50% native language instruction in the middle of the year to 25% of native language instruction by the end of the year. This process is determined by student assessment such as, running records, conferencing, classroom exams and quizzes, and informal assessment.

ESL Instructional Program

I.S. 5 is in alignment with the New York City Dept. of Education Language Allocation Policy. We utilize the co-teaching model to deliver ESL instruction. All beginning and intermediate ELLs receive 360 minutes of ESL instruction in two period blocks, four times a week. Advanced students receive 180 minutes of ESL instruction in two period blocks twice a week.

To ensure the achievement of high academic standards, I.S. 5 has aligned all programs for ELLs with the comprehensive core curriculum in Literacy, Mathematics, Science and Social Studies. ESL, ELA, and Math instruction are programmed in ninety-minute blocks using the workshop model. ExC-ELL, QTEL and ESL techniques and methodologies are interlaced with instruction to engage students and ensure comprehension. Examples are: adaptation of text, hands on activities, visuals, demonstrations, scaffolded activities, higher order thinking questions, and frequent opportunities for Accountable Talk. Our ELLs also participate in Achieve 3000, a web based individualized reading program.

Bilingual students are provided with standards-based work in the student's native language as well as in English in order to promote student academic achievement while developing English language proficiency. ExC-ELL, QTEL and ESL strategies have been implemented to increase comprehension and support students' individual needs. Scaffolded instruction focuses on helping ELLs acquire English language proficiency while meeting the New York City and State standards.

Our English Language Learners are assessed formally (state exams, periodic, interim, Achieve 3000) as well as informally (classwork, teacher observations, running records). They receive appropriate assessment accommodations, such as extended time, special location, glossaries, and translated copies of state exams.

Our limited proficient students receive additional academic services during extended day with ESL/ELA licensed teachers. They also participate in Supplemental Educational Services (SES) to increase their proficiency in English, as well as reinforce their reading and math skills. SES is provided by Supreme Evaluation, a tutorial and remediation program that focuses on small group instruction.. This program offered three seventy-five minute sessions a week after school for a total of 70 hours. Supreme Evaluation offers a specific program for ELLs which will provide students with individual learning plans. It is a research-based instructional program aligned with city and state mandates. In addition, our ELLs also are provided the opportunity to attend the Saturday Academy for English Language Learners. The Title III program offers three hours of standards based instruction in math and literacy from January 2010 until May 2010. Teachers use materials such as Preparing for the NYSESLAT and grade level standards-based math material provided by Coach.

SIFE (Students with Interrupted Education)

We currently have 23 SIFE students. Sixty five percent of our SIFE students are newcomers. They are programmed for block periods in ESL/ELA as well as Math. They are placed in small groups for differentiated instruction. All instruction is standards-based incorporating the four modalities of language. Teachers analyze data (NYSESLAT, ELA, Achieve 3000, informal assessments) in order to meet their individual needs of their students. Our SIFE students are provided with opportunities to receive additional academic services through extended day, SES, and the Saturday Academy for ELLs.

Newcomers – Three years or less in U.S.

Most of our English Language Learners have been in the United States three years or less. We presently have 164 Newcomers at I.S. 5 who receive 360 minutes of ESL instruction per week. This year we programmed three Newcomers' classes consisting of 6th, 7th and 8th grade ELLs. These students are immersed in the English Language with a focus on vocabulary. Teachers of these ELLs received training in ExC-ELL in order to meet their language needs. Sixth, seventh and eighth grade math classes were paralleled to ensure that students receive grade level curriculum in mathematics.

Our newcomers also attend Supplementary Educational Services (Supreme Evaluation), and/or the Saturday Academy for ELLs. These programs provide our ELLs with an opportunity to receive additional support in both ESL and Mathematics. In addition, Newcomers are given tutorial sessions by licensed ESL teachers during extended day.

Long Term ELLS – Six or more years in ESL

The majority of our LTEs are general education students. For the past two years, our LTE have participated in the Achieve 3000 program. The web-based individualized reading program has helped our LTE make significant gains in reading comprehension. Student data (provided by Achieve 3000 as well as the NYSESLAT, & ELA) is analyzed by their certified ESL teachers in order to provide effective small group instruction. Many of our LTE attend the Saturday Academy for ELLs where they receive three hour of additional services in ESL and Mathematics.

Plan for ELLs identified with special needs

Many of our special needs students are long term ELLs. They receive 12 literacy periods per week, eight of which are with an ESL co-teacher. Achieve 3000 (Web-based individualized Reading program) was implemented this year in all Special Education classroom as an instructional tool. Our special needs students continue to participate in the Wilson Reading Program. In addition, the bilingual special needs ELLs receive 4 periods of Native Language Arts. Small group instruction is provided during extended day by licensed Special Education and/or ESL teachers. Supplementary Educational Services and Saturday Academy for ELLs are also a source of support for our special needs ELLs.

Transition plan for students reaching proficiency

In September, ELLs are informed of their NYSESLAT scores. Students who test proficient remain in a general education class with advanced level ELLs for additional support from an ESL co-teacher throughout the school year. In addition, all core subject teachers have received ExC-ELL training which provided them with strategies and activities to meet the needs of these students. These proficient students are also targeted to attend extended day, as well as attend SES.

Instructional Materials

Advanced and intermediate leveled ELLs receive use the same instructional material and resources as general education students. Newcomers use modified materials such as text written on a lower reading level and visuals. Teachers modify lessons using ESL strategies to make the standard based curriculum more accessible for ELLS. The following lists some of the resources used:

ELA

- Achieve 3000
- On Demand Writing Curriculum
- Author's studies aligned with reading level
- Wilson Program
- RIGOR
- Various picture books
- Multi-cultural leveled libraries
- Translation dictionaries
- ExC-ELL strategies
- Technology (Smartboard, Laptops)

Math

- Impact Math textbooks (6th – 8th)
- Barron's Let's Prepare for the Intermediate Math Test for all grades
- Charts, graphs, rulers, and other visual displays
- ExC-ELL strategies
- Technology (Smartboard, Laptops)

Science

- Balanced Science program using PBIS and the Glencoe Science Text (6th – 8th)
- Technology (Smartboard, Laptops)
- Lab manipulatives and equipment
- Content based classroom libraries
- ExC-ELL strategies

Social Studies

- 6th and 7th graders - American Nation
- 8th graders - Eastern Hemisphere
- Technology (Smartboard, Laptops)
- Various Atlases
- Newspapers
- Content based classroom libraries
- ExC-ELL strategies

Professional Development

During the 2008-2009 school year, I.S. 5 contracted ExC-ELL, a research based program which provided professional development for teachers of limited English proficiency across the content areas. ExC-ELL is designed to help teachers provide effective instruction for ELLs and all other students in their classrooms, particularly those reading below grade-level and needing extensive vocabulary development. The program focuses on strategies and teaching tools which address language acquisition and participation for students.

This school year, teachers of limited English proficient students will receive Smartboard training, as well as professional development in Achieve 3000. With the use of the Smartboard, teacher will be able to integrate content area instruction using ExC-ELL strategies. Achieve 3000, a web-based individualized reading program using non-fiction text, not only will extend a teacher's reach but accelerate students' reading comprehension, writing proficiency and performance on high stakes exams.

Parent Involvement

I.S. 5 believes that parental involvement is essential to the success of ELLs. Parents complete the Parent Survey and Selection form for their child. Once the student has been tested, (Lab-R), parents are invited to an orientation session where they are informed of their child's program. Orientation sessions are held in October, January, and April. Parent notification letters are prepared by the ESL coordinator, who is responsible for continuous testing and the facilitation of parent orientation sessions. The parent coordinator is also present at the orientation sessions with interpreters who speak the home languages of our school population. In addition, flyers are translated into as many community languages as possible in order to encourage parent participation at school events, such as, Parent Information Night, Parent Teacher Conferences, our Annual Family ELA, Math and Science Nights, and our Fine and Performing Arts Festivals. During these events, translators are provided for parents and specific information shared such as the Achieve 3000 and V Math, two web based programs. The parent coordinator continues to offer ESL classes for ELL parents twice a week. In consultation with the PA, our parent coordinator also arranges for community based organizations to present topics of interest to parents. The needs of our limited English proficiency parents are evaluated through the Learning Environment Survey as well as parent orientation meetings provided three times a year by the ESL and parent coordinators and assistant principal.

IV. Assessment Analysis

Upon review of the four modalities across proficiency levels and grades, our Language Allocation Policy (LAP) and instruction will focus on three modalities of language: speaking, reading, and writing. Professional development will provide teachers with the tools required to implement scaffolding techniques into their classrooms. Teachers will focus on comprehension skills, such as determining the main idea, making inferences, comparing and contrasting, and understanding figurative language. Teachers will present lessons in a Readers and Writers workshop, which will focus on engaging the students in Accountable Talk. To further develop speaking skills; students will be required to make oral presentations of written assignments such as Exit Projects. Leveled libraries will be provided to meet the needs of the students. These libraries will offer books of high interest/low reading level in the student's native language as well as in English.

Based on the results of the English Assessment, the implication for the LAP is that students will need continued support in reading and writing. Teachers will continue instruction involving multi-step tasks requiring the application of more than one skill area, and the use of more than one learning resource to promote mastery. Differentiated methodologies will be implemented to help ELLs to achieve high standards. Scaffolds that involve peer interaction between students of different proficiency levels or ranges will be provided to facilitate student engagement in intellectual tasks. Classrooms will have explicit discussions of how language works and characteristics of language, text, and disciplinary discourse through Accountable Talk, whole group and small group discussions. Teachers and students will continue to build a climate of mutual respect that contributes to the achievement of all. In addition, all students will participate in the web based individualized reading program, Achieve 3000. The software distributes assignments and assessments to the entire class, but tailors them according to each student's reading level.

Students who need additional support are offered Supplementary Educational Services (SES). Supreme Evaluation is a tutoring and remediation program that focuses on small group instruction. This program offered three seventy-five minute sessions a week after school for a total of 70 hours. A Saturday Academy for English Language Learners focusing on literacy and math is also offered. Teachers used ESL strategies and methodologies to provide standard-based lessons to help students develop academically as well as linguistically. Teachers also incorporated higher order thinking questions, as well as QTEL tasks, (e.g. novel ideas, collaborative poster, reading with clarifying book marks and mind mirror) and ExC-ELL activities (e.g. 7 Step Vocabulary, S.E.E.D., Numbered Heads, and Tea Party) in their lessons. In addition, ELLs receive additional services during extended day with certified ESL/Math teachers.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1) (a)

Grade Level(s) 6, 7, 8 **Number of Students to be served:** 120 **LEP** _____ **Non-LEP**

Number of Teachers 8 **Other Staff (Specify)** Assistant Principal, Secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our English Language Learners receive Title III supplementary services through our Saturday Academy for ELLs. Our program targets Newcomers as well as ELLs with a level 1 or 2 on their standardized exams.

- An assistant principal supervises the Saturday Program. He/She hires all staff members, organizes program, selects instructional material, co-facilitates parent workshops, as well as supervise teachers and students.
- Certified ESL, Bilingual, and Math teachers provide instruction in Literacy or Mathematics.
- The secretary maintains accurate attendance records; contacting parents of absentee students.
- Classes meet Saturdays beginning January 2010 to May 2010, from 9:00am – 12:00pm.
- Group sizes are maintained at fifteen students per teacher.
- Students will receive ninety minutes of ESL instruction focusing on vocabulary, as well as ninety minutes of Mathematics. Instruction is provided by certified teachers using ExC-ELL strategies. ExC-ELL a research based program which focuses on strategies and teaching tools which particularly address language acquisition and participation for students. The practice of scaffolding activities, using higher order thinking questions and providing frequent opportunities for Accountable Talk will also be used to improve comprehension. Math instruction is aligned with the Math Impact Program. Students

learn problem solving strategies while reinforcing their math skills. Smart boards will be utilized in the delivery of instructions and teachers and students will have an opportunity to collect immediate data through the use of the Classroom Performance System.

- Achieve 3000 will be implemented. This program provides the first web-based individualized instruction solutions for reading and writing that reach every student at his or her Lexile level. Achieve 3000 solutions are scientifically proven to accelerate reading comprehension, writing proficiency, and performance on high-stakes tests. This was proven through our Inquiry Team research at I.S. 5 during the 2007-2008 school year. Our ELLs who were stagnant for three years on the NYSESLAT made significant gains in ELA, as well as the NYSESLAT.
- Supplemental instructional materials such as Getting Ready for the NYSESLAT will be provided, as well as Coach Math workbooks which consist of problem solving activities.
- General instructional supplies including, chart paper, markers, notebooks, pencils will be purchased to support the Saturday Academy for ELLs.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

During the 2008-2009 school year, I.S. 5 contracted ExC-ELL, a research based program which provided professional development for teachers of limited English proficiency across the content areas. ExC-ELL is designed to help teachers provide effective instruction for ELLs and all other students in their classrooms, particularly those reading below grade-level and needing extensive vocabulary development. The program focuses on strategies and teaching tools which address language acquisition and participation for students.

This school year, teachers of limited English proficient students will receive Smart Board training, as well as professional development in Achieve 3000. With the use of the Smart Board, teacher will be able to integrate content area instruction using ExC-ELL strategies. Achieve 3000, a web-based individualized reading program using non-fiction text, not only will extend a teacher’s reach but accelerate students’ reading comprehension, writing proficiency and performance on high stakes exams.

School: 24Q005

BEDS Code: 34240000100005

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$14,368.32 \$2,504.64 \$1,106.64	288 hours of per session for ESL and General Ed teacher to support ELL Students: 288 hours x \$49.89 48 hours of per session for Supervisor: 48 hours x \$52.18 36 hours of per session for Secretary: 36 hours x 30.74
Purchased services - High quality staff and curriculum development contracts.	\$3,000.00	Achieve 3000 consultants working with teachers using data to drive instruction; professional development on use of program for parents. Smart Board Training- use of technology in classroom to engage students and enhance lessons
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,520.00	(ESL/ELL leveled libraries, Books on Tape, Cassette Recorders, Headphones, Book Bins, Getting Ready for the NYSESLAT Workbooks, NYS Coach March to March Math Workbooks, notebooks, pencils, snacks
Educational Software (Object Code 199)	\$10,000.00	Classroom Performance System – Electronic system which provides students and teachers with data as it relates to classroom activity
Support Staff Salaries	\$13,000.00	20% of base salary – ESL Coordinator
Other		
TOTAL	\$46,500.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. In house created survey to all Official Teachers to determine the home language for each student.
 - b. All written communication is sent to the DOE translation unit two weeks prior to distribution.
 - c. Emergency written communication is translated "in-house" in Spanish. All other families receive an attached form stating that if they need this information in another language to contact the school.
 - d. All staff receives a school circular in their opening packet outlining the school and DOE policies for providing translations/interpretations services for parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. ATS Home Language Report (RHLA) identifies Spanish as the only language comprising 10% or more of our families. However, I.S. 5 routinely provides translated documents in Urdu, Bengali, Korean and Mandarin.
 - b. Data from the ATS Home Language Report and In-House Survey are kept in the main office for review by duplicating staff.
 - c. Teachers are provided a copy of the "In-house" Language survey upon request.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. Written communication with parents is sent to the DOE Translation Unit approximately two weeks prior to the planned distribution.
 - b. All written communication is disseminated by Official Class with the appropriate number of translations according to our in house survey.
 - c. In the case of an emergency where it is not possible for a document to be translated by the unit, the document will be translated into Spanish. All other parents will receive an English copy with an attached statement stating that if they need an interpretation of the document to contact the school.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. Staff members are used whenever practical for interpretation. If a staff member is not available, the DOE Translation Line is used.
 - b. For evening events, staff members who speak a second language are paid on a per session basis to attend and provide interpretation services.
 - c. Parents volunteer on a regular basis to provide interpretation services during evening events.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - a. Signs in all eight languages provided on the DOE site are conspicuously hung in the main lobby and main office.
 - b. All staff has access to the DOE Translation Hotline for communication with parents.
 - c. A list of staff members who speak a second language is kept in the main office for review.
 - d. All written communication is sent to the DOE Translation Unit a minimum of one week prior to the proposed distribution date.
 - e. Staff who speak a second language are paid at the per session rate to attend evening events to provide interpretation services.
 - f. In an emergency where it is not possible to translate a document, a form is attached to the parental notification advising parents to contact the school if they need the document in another language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	947,680	99,505	1,047,185
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,476.80		9,476.80
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		995	995
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	47,384		47,384
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4,975	4,975
6. Enter the anticipated 10% set-aside for Professional Development:	94,768		94,768
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		9,950	9,950

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

I. General Expectations

Walter H. Crowley Intermediate School 5 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Walter H. Crowley Intermediate School 5 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Involvement of parents in the School leadership Team
 - PA Meetings
 - School bulletins and calendars for school parental involvement plan, translated into Spanish, Korean and Chinese when possible.
 - Use of school Messenger system to make parents aware of meetings and activities for school parental involvement plan
2. Walter H. Crowley Intermediate School 5 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Involvement of parents in the School Leadership Team
 - PA Meetings
 - School bulletins and calendars for school review and improvement meetings and activities, translated into Spanish, Korean and Chinese when possible.
 - Use of School messenger system to make parents aware of meetings and activities for school review and improvement

3. Walter H. Crowley Intermediate School 5 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Notification of parents
 - Technology and equipment needed for parental involvement
 - Plant space
 - Developing and promoting their child's homework and study skills at home.
4. Walter H. Crowley Intermediate School 5 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Sunnyside Beacon and Urban Advantage, by informing parents through the use of the School's Messenger System and Parent Newsletters and bulletins translated into Spanish, Korean and Chinese when possible.
5. Walter H. Crowley Intermediate School 5 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator will be responsible for creating and distributing the evaluation with the help of the PA and the school to the parents of all students. With the help of the PA, the Parent Coordinator will collect and analyze this data.
6. Walter H. Crowley Intermediate School 5 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

The school will provide workshops, conferences, classes and required equipment and material to meet these goals. Such as: Family Literacy Night, Family Math night and Family Science Night. In addition the school will provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training and paying, when feasible, reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. In addition the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by conducting professional development of parents that will consist of:
- Using reading strategies to promote literacy.
 - Reading to our children at home to promote literacy.
 - Using technology and computer software to engage children to read and write at home.
 - Conduct a workshop to enable parents to log on to Aris. As a follow up workshop, the parents will be taught how to interpret and analyze the data from these assessments.
 - The parents will be informed on what their child's\children should expect to see on their NYS ELA or NYS Mathematics Tests.
 - Promoting math at home.
 - Math literature and its relationship in the real world.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: conducting professional development on this topic with the collaboration of the Parent Coordinator. The SLT will generate further methods and strategies the school could implement to meet this goal. The school will also attempt to involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by informing parents through the use of the School's Messenger System and newsletters and bulletins translated into Spanish, Korean and Chinese when possible
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. The school will make every effort possible to ensure these ends through the use of the School's Messenger System, bulletins, calendars and parent Newsletters translated into Spanish, Korean and Chinese as well as other languages whenever feasible and with the collaboration of the Parent Coordinator. In order to maximize parental involvement and participation in their children's education, the school will, when feasible, arrange school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signatures on title page. This policy will be adopted by the Walter H. Crowley Intermediate School 5 on October 15, 2009 and will be in effect for the period of 1 year.

2. **School-Parent Compact** – Attach a copy of the School-Parent Compact. *Explanation:* Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact:

Walter H. Crowley Intermediate School 5 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

Walter H. Crowley Intermediate School 5 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: providing opportunities for all students to successfully meet the intellectual, social, technological and emotional challenges of our global society and through quality, standards driven instruction.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: September- “Back to School Night”; Fall Parent-Teacher Conferences; Spring Parent-Teacher Conferences, and fall and spring Parent Association meetings

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: the school will provide parents with quarterly report card. Additional interim assessments will be provided by the ELA, Science, and Math. Further communication will be made at the discretion of the teacher.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: the staff will be available for conferencing with parents during scheduled conference times and meetings. Parents may call and make appointments with staff and leave messages for the school after hours, through our school messaging system.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: through activities sponsored by the PA, and with the help of the Parent Coordinator parents have the opportunity to participate in class field trips, bake sales, fund raising events, school dances and other such activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involvement of parents in the School Leadership Team; PA Meetings ; Parent News Letter, School bulletins and calendars for school review and improvement meetings and activities, translated into Spanish, Korean and Chinese when possible; use of School Messenger system to make parents aware of meetings and activities for school review and improvement; collaboration with the Parent Coordinator and providing other reasonable support for parental involvement activities under section 1118 as parents may request.
8. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Involvement of parents in the School Leadership Team; PA Meetings ; Parent News Letter, School bulletins and calendars for school review and improvement meetings and activities, translated into Spanish, Korean and Chinese when possible; use of School Messenger system to make parents aware of meetings and activities for school review and improvement; collaboration with the Parent Coordinator and providing other reasonable support for parental involvement activities under section 1118 as parents may request.
10. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
11. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
12. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

13. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
14. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
15. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s school.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Based on the School Accountability and Overview report, Progress Report, Quality Review, periodic assessments, ARIS, and Inquiry Team research, and the collaborative Needs Assessment conducted during the 2009-2010 school year the following needs were identified:

Student Progress for English Language Arts indicates the following:

- 75% of our students scored at level 3 or above
- 71.4% of our students made at least 1 year of progress
- 89.1% of our students in the lowest 1/3rd made at least 1 year of progress
- 0.07 is our average change in student proficiency for level 3 and 4 students
- 0.28 is our average change in student proficiency for level 1 and 2 students

The overall score for student progress was 54.1 out of 60. Additionally, our school received extra credit for closing the achievement gap for Special Education students, English Language Learners, Hispanic, and Other students in the Lowest Third Citywide. Since our average change in student proficiency for level 3 and 4 students increased by .07 proficiency points, the data clearly indicates that there was growth with these students, but there is still a need for improvement. The data does indicate that there was adequate growth in the lowest 1/3rd and all other sub-groups. The NYS School Accountability and Overview Report for the 2008-2009 school year indicate that all students including all sub-groups have made adequate yearly progress.

Student Progress for Mathematics indicates the following:

- 89% of our students scored at level 3 or above
- 77.0% of students made at least 1 year of progress
- 80.0% of our students in the lowest 1/3rd made at least 1 year of progress
- 0.08 is our average change in student proficiency for level 3 and 4 students
- 0.52 is our average change in student proficiency for level 1 and 2 students

The overall score for student progress was 54.1 out of 60. Additionally, our school received extra credit for closing the achievement gap for Special Education students, Hispanic students in the Lowest Third Citywide, and Other students in the Lowest Third Citywide. Since our average change in student proficiency for level 3 and 4 students increased by .08 proficiency points, the data clearly indicates that there was growth with these students, but there is still a need for

improvement. The data also indicates that there was adequate growth in the lowest 1/3rd. The NYS School Accountability and Overview Report for the 2008-2009 school year indicate that all students including all sub-groups have made adequate yearly progress.

Student Progress for Science indicates the following:

For the past three school years, our students have made adequate yearly progress in Science. In addition, all of our groups have met the criterion for participation rate for the past three school years. Regarding test performance, all student groups met the test performance criterion because each group's performance index (PI) exceeded their progress target (PT).

Student Progress for Social Studies indicates the following:

Data from the previous Comprehensive Information Report 2007-2008, for grade 8 students indicated that only 46% of all students scored at levels 3 & 4. New data from the 2008-2009 school year indicates that 52% of all students scored at levels 3 & 4. This is an improvement from the previous year and indicates a 6% increase in the number of students meeting NYS Social Studies Standards. In addition, Students with Disabilities also made gains. In SY 2007-2008 only 16% of SWDs scored at levels 3 & 4 as compared to SY 2008-2009 were 11% scored at levels 3 & 4. Therefore, the data indicates that there is still a need for improvement with our Students with Disabilities.

Greatest Accomplishments

As indicated in the Quality Review, Intermediate School 5 is a well developed, school with the following greatest accomplishments:

- The leadership team is united in creating the momentum for improving student achievement.
- The teachers work well in teams and make excellent use of data to plan their curriculum and instruction.
- Data is used effectively at all levels to identify improvement areas for individual, groups and subgroups of students.
- Students in greatest need of improvement receive excellent support and, as a result; make very good progress in achievement.
The broad curriculum, including a strong arts component, a high degree of challenge, variety and interest for student learning.
- The students demonstrate enthusiasm, motivation and engagement in their learning.
- The parents have great praise for the quality of education and the range of enrichment opportunities available for their children.
- There is a highly respectful, caring and nurturing culture in the school.
- The students' enjoyment of their education is leading to high and improving attendance levels.

As a result, the school has made great progress in addressing the issues identified for improvement in the previous Quality Review. Teachers in all content areas have regular opportunities to meet, plan and share best practices. All teachers receive excellent support and guidance from the Principal and their administrators to assist in their own learning. Professional development over the last school year focused on instructional practices and strategies for English language Learners. As a result, this sub-group has made good progress through the focused support they have received. Teachers at our school are using data effectively to monitor student progress and inform the instructional practices.

Additionally our school currently has part time mentors in all major content areas including English as a Second Language. Our Academic Intervention Team consists of 2 part-time AIS teachers who are currently servicing 127 students in the bottom 1/3rd. We have also implemented an online program for all students entitled, “*Achieve 3000*.” This web-based, individualized program promotes language acquisition, reading comprehension, vocabulary, and writing proficiency. Our ELA curriculum has been revised to meet the needs of our SWD and ELL students with appropriately leveled texts to match the varied reading abilities of this population. In addition, the curriculum has been “ramped-up” to challenge the students who have made gains.

In order to better meet the needs of our Students with Disabilities, we have increased ELA periods to 12 periods per week and Math to 10 periods per week for all self-contained Special Education students. The ELA Curriculum has also been modified based on student’s instructional levels. We have two intervention programs in place for this group: *Achieve 3000*, two times per week, and *Wilson* as needed. ELA classes are paralleled; students are grouped according to reading levels

Based upon assessment data and student work, we have concluded that our students are not meeting grade level standards in writing. In response, our ELA department has created an “*On-Demand Writing*” unit .This study has been rolled out over the past two school years with great success. Through analyzing student work, we have evidence of great improvement in the overall structure of the students’ essays. As a means to expose students to the type of in depth literary work they will be exposed to in high school, we have introduced two additional author studies on grade 8: S.E. Hinton and Robert Frost. In order to promote higher-order thinking, all of our author/genre studies have been revamped to “concept” studies. Each grade will be studying a concept through the examination of an “essential question.”

In 2008-2009 our Inquiry Teams had a major impact on various groups of students. Ninety percent of the students studied moved up one level, beginner to intermediate or intermediate to advanced, as measured by the NYSESLAT, after being at the same level for the past three years. Due to the great success, this academic year we have developed 3 Inquiry Teams:

“*Special Education*”-researching *Vocabulary*- 100% of the target population made progress in reading comprehension and increased their Fountas & Pinnell reading levels.

“*English Language Learners* ”- researching *Vocabulary*-

“*On-Demand Writing*”- researching *Writing best practices* – 65% of the target population improved the score on their On-Demand Writing Assessment by more than one level.

In addition, our school has received the following honors and awards:

- *NYC ECON-Bowl* -Champions 2006-2007- Finalists 2007-2008
- *Ballroom Dance Competition* – Silver Medalists
- *Science Olympiad* Participants
- *Builder’s Club*- Sponsored by the Maspeth Kiwanis
- *Urban Advantage* Demonstration School

AIDS TO CONTINUOUS IMPROVEMENT

Through information gathered from the results of the Quality Review and our own findings the most significant aids to continuous school improvement are:

- The great amount of technology in the classrooms: C.P.S, Smart Boards, Laptop Computer Carts
- Established Academic Intervention Team servicing over 127 students
- Part-time mentors in all major content areas
- Collaborative Instructional Cabinet and Leadership Team
- Data Savvy Teachers- Data is used throughout the school to inform instruction
- Collaboration amongst teachers
- All Professional Development is aligned with the school's needs
- Excellent Community Relationships
- Instruction delivered by Highly Qualified Teachers
- Implementation of various strategies to improve Parental Involvement
- Greater support for ELLs and Students with Disabilities
- Various school based Inquiry Teams which are developing and sustaining a community of Inquiry

BARRIERS TO CONTINUOUS IMPROVEMENT

The barriers to continuous improvement were identified based on the results of the Quality Review and our own findings and are as follows:

- Socio-Economic Status of our students and families
- Language and Cultural Barriers
- City-Wide Budget Cuts
- Lack of Parental Involvement
- Continue to streamline whole school improvement goal setting by building on students' projected growth in achievement from their present benchmark levels
- Further refine strategic planning by including interim checkpoints to monitor progress in reaching long-term goals for improving student achievement
- Further develop the consistency in the differentiation of instruction to provide more challenging learning opportunities for high achieving students.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

I.S 5 has made great progress in addressing the issues identified for improvement in the previous Quality Review. Teachers in all content areas have regular opportunities to meet, plan and share best practices. All teachers receive excellent support and guidance from the Principal and their administrators to assist in their own learning. Professional development over the last school year focused on instructional practices and strategies for English language Learners. As a result, this sub-group has made good progress through the focused support they have received. Teachers at our school are using data effectively to monitor student progress and inform the instructional practices.

Additionally our school currently has part time coaches in all major content areas including English as a Second Language. Our Academic Intervention Team consists of 2 part-time AIS teachers who are currently servicing 300 students in the bottom 1/3rd. We have also implemented an online program for our English Language Learners entitled, "*Achieve 3000*." This web-based, individualized program promotes language acquisition, reading comprehension, vocabulary, and writing proficiency. In addition, our ELA curriculum has been revised to meet the needs of our ELL students with appropriately leveled texts to match the varied reading abilities of this population.

In order to better meet the needs of our Students with Disabilities, we have increased ELA periods to 12 periods per week and Math to 10 periods per week for all self-contained Special Education students.

Based upon assessment data and student work, our school has concluded that our students are not meeting grade levels standards in writing. In response, our ELA department has created an "*On-Demand Writing*" unit. This study has been rolled out over the past two school years with great success. Through analyzing student work, we have evidence that great improvement in the overall structure of the students' essays. As a means to expose students to the type of in depth literary work they will be exposed to in high school, we have introduced two additional author studies on grade 8: S.E. Hinton and Robert Frost.

In 2008-2009 Inquiry Team had a major impact on a group of grade 7 English Language Learners. Ninety percent of the students studied moved up one level, beginner to intermediate or intermediate to advanced, as measured by the NYSESLAT, after being at the same level for the past three years. Due to the great success, this academic year we have developed 3 Inquiry Teams:

"Special Education"-researching Vocabulary, "Achieve 3000"- researching ELLs, and "On-Demand Writing"- researching General Education students.

In addition, our school has received the following honors and awards:

- *NYC ECON-Bowl* -Champions 2006-2007- Finalists 2007-2008
 - *Ballroom Dance Competition* – Silver Medalists
 - *Science Olympiad* Participants
 - *Builder’s Club*- Sponsored by the Maspeth Kiwanis
 - *Urban Advantage* Demonstration School
3. Instruction by highly qualified staff.
 - a. We will only hire certified teachers
 - b. Teachers who fail to receive their certification will receive help in achieving their goal.

 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.
 - a. Assistant Principal’s and coaches will provide development focused on teaching toward the city and state standards.
 - b. New cohorts will receive training on how to use a Smart Board.
 - c. Social Studies teachers will participate in two TAH grants covering the 7th grade curriculum and teaching strategies for ELL students.
 - d. Teachers will receive training in IEP writing and goal setting
 - e. Para’s will receive professional development on differentiated instruction.
 - f. Mining data effectively will be a topic of professional development for Social Studies and Science teachers
 - g. 90 % of the staff will be involved in the Inquiry Process
 - h. Differentiated Instruction professional development will be offered in all content areas.
 - J. Model classroom will be set in all three grades in ELA.
 - K. Informational text will be introduced to a higher degree in all ELA classrooms.
 - L. ELA teacher will receive training on how to navigate Acuity.
 - M. A new honor class will be created, 741. This will raise the number of students eligible to take Regents exams from 90 to 120.
 - N. Achieve 3000 will be introduced to increase our students exposure to non-fiction literature.
 - O. 37 ½ minutes students will increase as Guidance Counselors will make phone calls to increase attendance.

 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - a. We will attend all Department of Education job fairs.
 - b. We will be in constant contact with all personnel liaisons.
 - c. Professional contacts will be asked to refer qualified candidates.

 6. Strategies to increase parental involvement through means such as family literacy services.
 - a. Parent Newsletters with the meeting times and activities for the PA.

- b. School bulletins and calendars, translated into Spanish, Korean and Chinese when possible
 - c. ESL classes for parents.
 - d. Workshops for parents to promote a greater understanding of the school curriculum, data and assessments the school utilizes Workshops will also be provided for the parents on gang awareness, fire safety and spousal abuse.
 - e. The school will implement family, single parent, and grandparent literacy nights, which will be collaboration between the Literacy coach, lead teacher and Parent Coordinator.
 - f. Family Book Fairs will be held, including activities such as shared readings and ‘Read Aloud’.
 - g. Parent field trips to cultural institutes within New York City.
 - h. Family Math night at the Hall of Science will be continued. Students are selected through a school wide competition to create posters and display work at the New York Hall of Science in Queens. Students selected to participate are given tickets for their family to attend a night celebrating their work at the Hall of Science. During this night students are given awards while their families learn from their work and understand their vital position in their child success and ways they can become more involved within our school community.
 - i. Learning Leaders, a workshop to increase parent participation, will be offered to the parents
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- a. Through use of Achieve 3000, Wilson Reading Program, Voyager, Acuity, Prosper, conferencing and teacher created assessments, teacher will provide information and suggestions for improvement about achievement of student success and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. We will continue to identify students who experience difficulty mastering the proficient or advances levels of the academic standards through the use of ATS reports and plan a systematic set of supports using the services of the Guidance Staff, grade supervisors, Parent Developer, Project Friend counselor, and at-risk advisors.
- a. Interdisciplinary teams will again discuss ways to help these students by providing additional work and establishing contact with parents of these students.
 - b. Workshops will continue to be provided by the Parent Developer, school based supervisors, and guidance staff at PTA meetings to help parents’ efforts to boost the academic performance.
 - c. Students are also encouraged to attend extended day activities as well as SES programs.
 - d. AIS services in both Science and Social Studies allow students to work with licensed teachers in completing the Exit projects.
 - e. Math and Science remediation is available to students recommended either by teachers or parents. We offer general math help as well as a study group for the regents.
 - f. Students who are performing at Level 2 in mathematics received three to four periods per week of pull-out math instruction during Project

- g. ELLs continue to receive either one or two periods per day of ESL in accordance with mandates.
 - h. Students who are mandated for resource room are currently receiving services on a push-in basis. There are some students who receive extra tutorial periods on a "pull-out" basis in accordance with their IEPs.
 - i. Students who wish to increase their knowledge and work on research papers visit the library on passes during their lunch hours.
 - j. Students whose grades or behavior have changed negatively are referred to our Pupil Personnel Team and Academic Intervention Team for additional pullout services on an individual basis.
 - k. Students in conflict are referred to our Peer Mediators.
 - l. IEP Teacher works with small groups of students on research papers, exit projects and remediation in all content areas
 - m. Western Queens Counseling, an outside agency, will provide services for those students in need. They will set up an office to service students at I.S 5.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training
- a. In accordance with NCLB our school provided supplemental education services for all students. However, our target population is students performing at levels 1 and 2. Student had a choice of one in house SES programs, Supreme Evaluation. Each program targeted a different student population and educational need. In addition student could choose any of the other supplemental programs provided in the city. Information on all programs was distributed at open school night in September, Parent Association meeting, Parent Teacher Conferences, as well as given to student to back pack home.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS NOT APPLICABLE

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Restructuring Advanced **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

We made our AYP in ELA, Mathematics and Science for the 2008-2009 school year. We are also in good standing in Science and Mathematics. In ELA, we need to make our AYP in 2009-2010 in order to be deemed a school in good standing. We will continue to focus support for our two subgroups, SWD and ELL's to insure that the progress that was made continues.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Due to our restructuring advanced status, we are going to proceed to with our "On Demand" writing study and "Achieve 3000" as a school wide initiative

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The 10 percent of Title 1 funds will be used to provide professional development for staff dealing with ELL and Special Education populations. The topics to be covered are curriculum writing, assessment of data, facilitating small groups, and creating leveled tasks. We have also

¹ School Under Registration Review (SURR)

identified the importance of differentiating instruction through the content areas. Teachers will be provided with the opportunity to participate in Professional development which targets instruction based on student needs

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher-mentoring program at I.S. 5 consists of a part-time coach in each of the English language arts and mathematics. Each coach shares the vision of the school, which is to promote best practices to our new and more seasoned teachers. Our coaches provide support in a variety of ways, such as, modeling best practices and planning with identified teachers. In addition, each assistant principal designs professional development for each new teacher after conducting a teacher survey and classroom observations.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

In order to ensure that our school community is aware of our school status (in alignment with the NCLB act), a letter is sent home in the student's native language explaining the schools educational status. Those parents in need of additional assistance are provided with the opportunity to discuss their concerns with our Parent Coordinator and if necessary our Assistant Principals/ Principal.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical

and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students’ background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers’ self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school based committee was formed to assess whether this finding was relevant to our school's educational program. The committee met on 3 occasions to do a walk-through of all English Language Arts classrooms and to review the current curriculum. Committee members included the Principal, Assistant Principal of English Language Arts, Assistant Principal of English as a Second Language, Assistant Principal of Special Education, and the ELA coach. The committee reviewed our written curriculum, the curriculum maps, the taught curriculum, ELL ELA curriculum, and all student materials. During each meeting we addressed one to two components of Key Finding 1A. It was determined that the Curriculum Audit findings were relevant to our school educational program in only one area: Curriculum Maps.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although our school has a Curriculum Map for ELA, based on these findings it was determined that the content of the map is more like a pacing calendar/guide than a comprehensive plan indicating what students should know and be able to do at each grade level. Our current curriculum map only addresses content topics and serves mainly as a guide. It does not indicate the specific skills that need to be mastered or strategies to be utilized. It does however; discuss student's outcomes to be attained to a certain degree.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central, our Network Leader currently has our school involved in specific Professional Development around this topic. Our school is currently attending a Professional Development series that is taking a deeper look at Comprehension. This professional development series along with the findings from our On-Demand Inquiry Team will help us drill down the specific reading and writing skills that our students should know and be able to do at each grade

level. These findings will support us in this collaborative project with our teachers. Our revised curriculum maps will address content topics, skills to be mastered, strategies to be utilized, and will further explain student outcomes.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The process I.S. 5 has established in order to address curriculum needs is in the form of grade level department meetings. During these meetings we discuss the alignment of our pacing calendar as it relates to the NYS state standards. We are continuously making modifications to our pacing calendar to address the needs of our students based on data collected from our indicator based departmental assessments. To determine

the relevance of the findings we have taken a look at our pacing calendar to substantiate/refute the state’s findings. Based on the review of the NYS item skills analysis, it is evident that our students are having difficulty within the measurement strand.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

The evidence that supports the findings is a review of student outcomes on the NYS math assessment. It was clear that of the performance indicators that our school was struggling in it seemed as the measurement continued to be an area of weakness.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In order to address the identified area of need we have modified our current mathematics curriculum to ensure that each standard is being explicitly taught during the school year. We have also included a series of lessons dedicated to measurement during our 37 ½ minute Extended Day program to address the needs of students mandated for AIS instruction.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school based committee was formed to assess whether this finding was relevant to our school's educational program. The committee met on 2 occasions to do a walk-through of all English Language Arts classrooms and to review informal and formal observations from the past three school years. Committee members included the Principal, Assistant Principal of English Language Arts, Assistant Principal of English as a Second Language, Assistant Principal of Special Education, and the ELA coach. The committee reviewed all observations written over the past three school years and visited all ELA classrooms. During each meeting we addressed one component of Key Finding 2A. It was determined that the Key Finding 2A- ELA is not relevant to our school educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The review of observations and evidence from the walk-through indicates that direct instruction is not the dominant instructional practice in our school. In contrast, what we witnessed in every classroom and in every written observation was the "Workshop Model." It is our belief that students learn to read by reading and learn to write by writing. Every classroom we visited illustrated this ideology through the following model:

Each workshop (reading or writing) started with a 10 to 15 minute mini-lesson. The mini-lesson had a definite structure. The first part was the connection (the teacher started by connecting the current lesson to something previously done in class). Next came the teaching point (the teacher stated explicitly and repeatedly exactly what she/he is teaching in the lesson). Next the teacher modeled or demonstrated exactly what she wants the students to do. Next, came the active engagement (all the students tried out or discussed what it was they are supposed to do). The last part of the mini-lesson was the link (the teacher told the students what they would be doing during the independent/small group work time of the workshop). During this period, the students worked independently or in a small group while the teacher walked around and conferred with individual students. In addition, we witnessed a great deal of differentiation. The teacher pulled certain individuals for small group instruction on a specific skill or strategy. Each lesson closed with students discussing what they learned in the lesson or sharing written work with their peers in the "Author's Chair."

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K–8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Active student engagement is expected within our mathematics classrooms. In order to ensure that our students are actively engaged, department walkthroughs take place focused on student engagement. The observation process is also utilized to ensure that our staff is clear as to the expectations for engagement during their lessons.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Based on a department walkthrough it is evident that our students are actively engaged in the learning process. The evidence is derived from students use of manipulatives, smart board, CPS (classroom performance system), group work etc. While I feel that we will continue to improve upon our teaching practices, I do not agree with key finding 2b as it pertains to this school.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of Annual School Report Card and Payroll Secretary Records

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

According to the most recent data available the teacher turn over rate at I.S. 5 has decreased. For the 03-04 school year, the rate was 27%, the 04-05 school year, the rate was 18%, and the 05-06 school year, the rate was 15%. Based on our review of the staff organization sheets for the 06-07, 07-08, and 08-09 (2%) school years, the rate continues to decrease. We attribute our success for maintaining teachers to the professional climate that has been created at I.S. 5. Teachers are given a great deal of support through comprehensive professional development targeting both instructional and management needs.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All ESL and many content area teachers at I.S. 5 have attended QTEL training and have implemented the strategies in their classrooms. In addition all teachers of limited proficient students have received professional development in ExC-ELL (Expediting Comprehension for English Language Learners) and professional development opportunities offered by the Office of English Language Learners.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The spring 2009 NYSESLAT showed an increase in students attaining proficiency level. Teacher observation reports confirm the implementation of ExC-ELL strategies and activities, as well as the use of data to drive instruction.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In September, ESL teachers are all given data from the NYSESLAT to share with their co-teachers in order to effectively plan instruction. Content area teachers are given the opportunity to meet with the ESL AP to discuss the data from the NYSESLAT and are given strategies to address the needs of their students. They also receive assistance from the ESL coach, as well as from the content area coach.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The English Language Learners at I.S. 5 have made gains in the NYSESLAT as well as the ELA and Math exams.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Each month the Academy supervisor has a PPT meeting, where teachers discuss struggling students. At these meetings instructional practices as well as behavior tactics are often discussed. Many questions arise from the teacher as to the best way to provide instruction for a SWD and how to create a behavior plan. During department meeting, there have been many discussions when reviewing the data on SWD as to what are the best practices for these students to bring them up to grade level. Based on these discussions and findings, we have assessed that additional professional development is needed to address these needs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on teacher observation, department meetings, PPT conferences, and data on SWD, we have identified that teachers need additional support to have a sufficient understanding of the different instructional approaches available to assist in improving student performance.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

General education teachers attend EPC conferences and participate in creating goals for their students. This practice allows them to take an active role in creating goals that are obtainable for their students and gives them greater insight to a students needs. In addition, all teachers that service SWD are provided with an IEP and given the opportunity to sit with a member of the special education team to review it and ask any questions. We have a Crisis Intervention Teacher that addresses the behavior issues of students. Our CIT assists in creating behavior intervention plans for those students in crisis. Those students are also closely monitored by the CIT with a weekly behavior card to see if the plan that was created is successful. Our school will continue to require additional support from central, our Network Leader, SETRIC, and support specialists to assist in providing Professional Development in the areas addressed above. On a school level, we will continue to provide professional development in differentiated instruction, reading and writing IEP's, and creating behavior plans in the classroom. Each department will review the curriculum maps and insert modifications where necessary. Staff members that are required to write goals on IEP's will write them according to the specific grade level learning standards.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through department conferences, we have assessed that students are being assessed on grade level state exams which do not align with their individual goals as stated on their IEP's.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In many cases students with an IEP are performing below grade level. However, they are expected to take State exams on grade level and are assessed by them. We have assessed this in Instructional Cabinet when reviewing the data from the state exams. In addition, through department meetings and teacher observations, it is evident that we need to come up with a plan to address the needs of these students and at the same time, expose them to the general education curriculum.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Each student in our school is exposed to the general education curriculum. Our special education teachers receive content specific professional development. This allows them to become content specialists rather than generalists. We have assessed that SWD are still falling short when assessed by high stake exams. Majority of the reason being is that these tests are given on grade level and many of our students are performing below grade level. We decided as a team that we needed to take a close look at our curriculum to see what is that the students are having difficulty with and how to tweak it, so that these concerns are being addressed. The first two curriculums we reviewed were Mathematics and ELA. In mathematics, a committee was created to look at the data on SWD's to assess what the greatest needs of that sub group were. When they met, they reviewed curriculum and added necessary modifications and lessons to address these deficiencies. In ELA, a committee was formed to modify the Ramp-Up and Genre Study curriculum and the On Demand Writing Unit to address the needs of SWD. In order to better meet the needs of our Students with Disabilities, we have increased ELA periods to 12 periods per week and Math to 10 periods per week for all self-contained Special Education students. The ELA Curriculum has also been modified based on student's instructional levels. We have two intervention programs in place for this group: *Achieve 3000*, two times per week, and *Wilson* as needed. ELA classes are paralleled; students are grouped according to reading levels. Our goal is to assess students' needs, provide interventions and remediation, and see growth in their reading levels. The school will need additional support in differentiated instruction and creating leveled task cards in all content areas to address the needs of students. A next step is going to be looking at the Science and Social studies curriculum to review data and modify curriculum when necessary. Additional assistance from central is always considered. If it is applicable to our needs, we register teachers that need the additional assistance.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
6
2. Please describe the services you are planning to provide to the STH population.
Students who are identified at STH will be assessed by their guidance counselor. The counselor may implement strategies for anger management, coping skills, grief counseling and academic intervention such as AIS and 37 1/2 minutes. Teachers will be notified of the student status so they may take this into account as they assess the student and modify instruction. Teachers will keep the guidance counselor apprised of the academic and social progress of the student. Parents or Guardians will be kept informed of their child's behavioral, academic and social development as per ASCA national standards. The Assistant Principal of each academy will be notified by the counselor and teachers as to the progress of each student.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 24	School I.S. 5
Principal Michael Dantona	Assistant Principal Margarita Gonzalez
Coach Christine Lynch	Coach Lucy Escalante
Teacher/Subject Area Shannon Horan/ESL	Guidance Counselor /Athena Levan
Teacher/Subject Area Debra Lavache/ESL	Parent Bonnie Wong
Teacher/Subject Area Melina Rodriguez, Biling SpEd	Parent Coordinator Clara Alonso
Related Service Provider type here	SAF Marianne Ferrera
Network Leader John O'Mahoney	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1515	Total Number of ELLs	368	ELLs as Share of Total Student Population (%)	24.29%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	1	1
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0
Freestanding ESL										
Self-Contained	0	0	0	0	0	0	2	3	2	7
Push-In	0	0	0	0	0	0	6	5	5	16
Total	0	0	0	0	0	0	8	8	8	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	368	Newcomers (ELLs receiving service 0-3 years)	164	Special Education	103
SIFE	23	ELLs receiving service 4-6 years	128	Long-Term (completed 6 years)	76

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	1	0	1	6	0	6	2	0	2	9
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	164	15	14	128	7	63	76	1	26	368
Total	165	15	15	134	7	69	78	1	28	377

Number of ELLs in a TBE program who are in alternate placement:

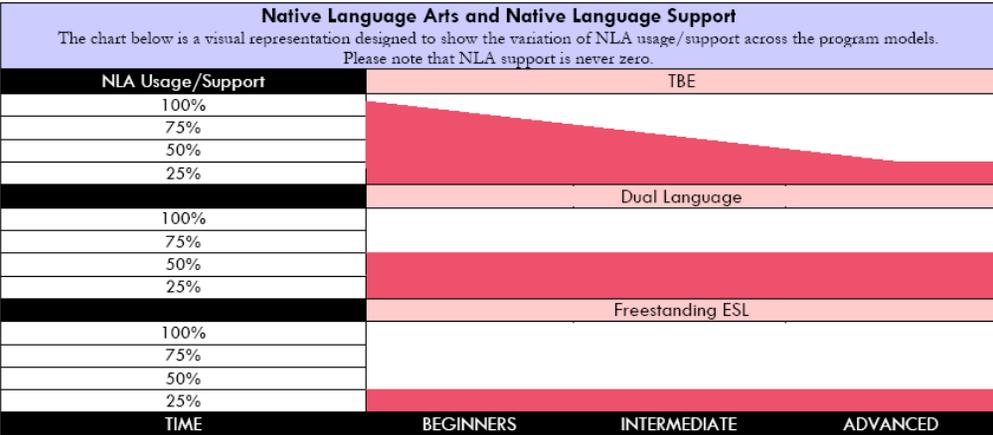
C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	0	0	0	0	0	3	5	1	9
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	N/A		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



Programming and Scheduling Information—Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT® PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	0	0	0	0	0	0	25	34	48	107
Intermediate(I)	0	0	0	0	0	0	34	29	29	92
Advanced (A)	0	0	0	0	0	0	79	51	39	169
Total	0	0	0	0	0	0	138	114	116	368

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	0	0	0	0	0	0	4	7	7
	I	0	0	0	0	0	0	9	11	11
	A	0	0	0	0	0	0	63	59	34
	P	0	0	0	0	0	0	47	20	38
READING/ WRITING	B	0	0	0	0	0	0	9	18	24
	I	0	0	0	0	0	0	21	28	29
	A	0	0	0	0	0	0	63	38	36
	P	0	0	0	0	0	0	30	13	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	6	71	34	0	111
7	5	56	20	0	81
8	4	46	14	0	64
NYSAA Bilingual Spe Ed	0	3	6	11	20

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	4		33		65		17		119
7	4		35		45		4		88
8	4		23		47		7		81
NYSAA Bilingual Spe Ed	0		2		13		5		20

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	16		46		27				89
NYSAA Bilingual Spe Ed			2				5		7

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	12		69		7		0		88
NYSAA Bilingual Spe Ed	0		0		8		1		9

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	
ELE (Spanish Reading Test)	7	2							
Chinese Reading Test									

- B. After reviewing and analyzing the assessment data, answer the following**
- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 - For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 - For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
 - Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margarita Gonzalez	Assistant Principal		
Clara Alonso	Parent Coordinator		
Shannon Horan	ESL Teacher		
Bonnie Wong	Parent		
Debra Lavache/ESL	Teacher/Subject Area		
Melina Rodriguez	Teacher/Subject Area		
Christine Lynch	Coach		
Lucy Escalante	Coach		
Athena Levan	Guidance Counselor		
Marianne Ferrara	School Achievement Facilitator		
John O'Mahoney	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	