



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE WALTER H. CROWLEY SCHOOL OF LEADERSHIP AT I.S. 5

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q005

PRINCIPAL: MICHAEL DANTONA

EMAIL: MDANTON2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADLINE TAUB CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Michael Dantona	*Principal or Designee	
Patricia Crowley	*UFT Chapter Leader or Designee	
Farida Saddat	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tara Mrwik	Member/	
Kevin Deacon	Member/	
William Morgan	Member/	
Kelly Nepogoda	Member/	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2013, increase the number of our SWD and ELL students demonstrating progress by 5% in ELA through effective differentiation and Achieve 3000 as evidenced by data from Achieve 3000, On-Demand writing and DY0 assessments.

Comprehensive needs assessment

- After an analysis of NYS assessment data it was evident that there was a need to improve outcomes for our SWD and ELL students specifically standard RI.1 and 10, WI.1, SL.1 and LI.1.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - *Provide targeted professional development on effective differentiation in each of the core subject areas (Lab Site for network 609 Maryann Cucchiarra's 3L's for ESL students).*
 - *Continued professional development on the effective use of Achieve 3000*
 - *Analyze student assessment data.*
 - *Determine student deficiencies and align instruction appropriately.*
 - *Provide AIS services for identified target population focusing on fluency and comprehension.*
 - *Develop an after school instructional program to provide additional academic support to our identified target population.*
 - *Increase student Achieve 3000 usage during AIS, Extended Day and After-School Programs*
 - *Provide The Wilson Intervention program for identified students/*
 - *Provide opportunities for staff to engage in curriculum development*

Activity 1

Professional Development: Continued PD will be provided to support the application of the Achieve 3000 program in all classrooms. Three professional development sessions will be provided for all ESL, ELA and content area teachers.

Target Population: All ELA and ESL teachers (Including self-contained and ICT teachers)

Responsible Staff Members: Assistant Principal for ELA/ESL and the Staff Developer from Teenbiz 3000.

Implementation Timeline: September 2012 – June 2013

Activity 2

Data Analysis: Data will be analyzed by the ELA department to cite specific areas of need. Discussions will be facilitated around these areas of need during grade level inquiry team meetings.

Target Population: All ELA and ESL teachers (Including self-contained and ICT teachers)

Responsible Staff Members: Assistant Principal for ELA/ESL

Timeline: Ongoing

Strategies to increase parental involvement

We will be implementing the following as a means of increasing parent involvement:

- Content Family Night

- Parent Workshops (Inclusive of Parent Workshops on ARIS, Achieve 3000, VMATH etc.)
- School Leadership Team Meetings
- Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries
- Disseminate Parent Surveys and analyze the data to support their needs
- Translation of documents distributed to parents.
- Parents were given home access to Achieve 3000 as a means of supporting student outcomes

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:

Conceptual Consolidation
 Funding for an AIS teacher
 Teacher Per Session
 Supervisor Per Session

Service and program coordination

- The school has purchased Achieve 3000 which is a program designed to improve student Reading levels.
- An online grading system was purchased to support student learning and academic growth.
- SWD and ELL students will participate in an after school program designed to improve student reading, writing and mathematics skills.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2013, number of SWD students demonstrating progress by 5% through effective differentiation in Mathematics based on data from departmental DY0 assessments.

Comprehensive needs assessment

- After an analysis of NYS assessment data and reviewing the expectations of the CCLS, curriculum revisions and more rigorous tasks need to be developed to support our students.

Instructional strategies/activities

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - *Provide targeted professional development on effective differentiation in each of the core subject areas.*
 - *Analyze student assessment data.*
 - *Determine student deficiencies and align instruction appropriately.*
 - *Provide AIS services for identified target population focusing on basic skills and problem solving.*
 - *Develop an after-school instructional program to provide additional academic support to our identified target population.*
 - *Provide opportunities for staff to engage in curriculum development*

Activity 1

Professional Development: PD will be designed around supporting teachers in analyzing student data as a means of targeting the instructional needs of each individual student. Individualized professional development plans will be implemented to support staff needs.

Target Population: All Math teachers (Including self-contained and ICT teachers)

Responsible Staff Members: Assistant Principal for Math

Implementation Timeline: September 2012 – June 2013

Activity 2

Data Analysis: Data will be analyzed by the Math department to cite specific areas of need. Discussions will be facilitated around these areas of need during grade level inquiry team meetings. Danielson component 1E will be targeted at this time with special emphasis placed on component 3B

Target Population: All Math teachers (Including self-contained and ICT teachers)

Responsible Staff Members: Assistant Principal for Math

Timeline: Ongoing

Strategies to increase parental involvement

We will be implementing the following as a means of increasing parent involvement:

- Content Family Night
- Parent Workshops (Achieve 3000 and Datacation)
- School Leadership Team Meetings
- Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries

- Disseminate Parent Surveys and analyze the data to support their needs
- Translation of documents distributed to parents.
- Parents were given home access to Achieve 3000 as a means of supporting student outcomes

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants x Other

If other is selected describe here:

Conceptual Consolidation
 Funding for an AIS teacher
 Teacher Per Session
 Supervisor Per Session

Service and program coordination

- The school has designed differentiated grade level homework books to support student needs.
- SWD and ELL students will be participate in an after school program designed to improve student mathematics skills.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2013, to strengthen teacher practice by conducting 6 informal/formal/walkthrough observations and providing meaningful actionable feedback using selected components of a research-based rubric as evidenced by written observations and walkthroughs.

Comprehensive needs assessment

After reviewing the NYC citywide expectations, we identified the continued need to increase the number of formal/informal and walkthrough observations. We have identified component 1E and 3B from Charlotte Danielson's framework to improve teacher pedagogy.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Teachers self-assess on selected components of the Danielson rubric.

School leaders set up and follow a schedule for teacher walkthroughs and feedback using the Danielson rubric.

Instructional Cabinet will evaluate current practices and provide professional resources to staff as a means of improving pedagogy based on Danielson feedback.

Activity 1

Inter-visitations: Instructional cabinet members will engage in multiple classroom walkthroughs to determine the effectiveness of each component outlined by Charlotte Danielson's framework. We will analyze school-wide data as a means of making recommendations to staff about best practices.

Target Population: One member from each department, assistant principals and principal

Timeline: October 2012 – June 2013

Activity 2

Data Analysis using the School Improvement Cycle: Data will be analyzed by the instructional cabinet to cite specific areas of need. Discussions will be facilitated around these areas of need during departmental and academy team meetings.

Target Population: Target Population: All teachers

Responsible Staff Members: Instructional Cabinet Team Members

Timeline: Ongoing

Strategies to increase parental involvement

- Content Family Night
- School Newsletter
- School Leadership Team Meetings
- Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries
- Disseminate Parent Surveys and analyze the data to support their needs

- Translation of documents distributed to parents.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants x Other

If other is selected describe here:

Conceptual Consolidation

Teacher Per Session

Supervisor Per Session

Professional Books (Charlotte Danielson's Books)

Service and program coordination

- The school utilizes Teach Boost, an online evaluation program, to support the dissemination of actionable feedback. In addition, it serves as a tool which gathers and assists in the sorting of data.
- Charlotte Danielson's framework was purchased to support improvement of pedagogy.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2013, all students will participate in at least two CCLS aligned units in ELA with an embedded writing task on argumentation as measured by student work.

Comprehensive needs assessment

Based on the state adoption of the CCLS and the results of an in-house curriculum audit we have identified a need for embedding a writing task on argumentation/persuasion into the curriculum. We have determined that we need to continue to improve of our curriculum to ensure that our students are college and career ready.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- *Analyze student data and current ELA curriculum maps to determine next steps with the CCLS (curriculum audit)*
- *Develop curriculum committees to modify and revise curriculum and assessments to meet the standards for argumentative/persuasive writing*
- *Revision of Pre/Post assessments to reflect citywide instructional expectations*
- *Identify key standards for improvement based on student outcomes*
- *Evaluate the performance of all students including an analysis of our SWD and ELL populations.*
- *Provide staff with professional development around the 3L's*
- *Provide professional development around Analyzing student work protocols.*
- *Inclusion of the writing process in Science and Social Studies*

Activity 1

Data Analysis using the School Improvement Cycle: Data will be analyzed by the ELA department to cite specific areas of need. Discussions will be facilitated around these areas of need during departmental and curriculum team meetings.

Target Population: Target Population: All ELA/ESL teachers

Responsible Staff Members: Curriculum Committee members, Assistant Principal of ELA/ESL

Timeline: Ongoing

Activity 2

Professional Development: PD will be provided on the 3L's as a means of promoting rigorous text and tasks within the curriculum. PD will be designed around supporting teachers in utilizing rich text effectively within the context of our curriculum.

Target Population: All ELA and ESL teachers (Including self-contained and ICT teachers)

Responsible Staff Members: Assistant Principal for ELA/ESL

Implementation Timeline: September 2012 – June 2013

Strategies to increase parental involvement

- Content Family Night
- Parent Newsletter
- School Leadership Team Meetings

- Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries
- Disseminate Parent Surveys and analyze the data to support their needs
- Translation of documents distributed to parents.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants x Other

If other is selected describe here:

Conceptual Consolidation

Teacher Per Session

Supervisor Per Session

Service and program coordination

- To assist in supporting students with the CCLS, an after school ELA program was established for targeted students.
- Before and after school curriculum and assessment teams were developed to support the development of the CCLS tasks using State funds.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By June 2013, all students will participate in at least two CCLS aligned unit in Mathematics with a complex embedded task for problem solving as measured by student work.

Comprehensive needs assessment

Based on the state adoption of the CCLS and the results of an in-house curriculum audit we have identified a need for embedding more rigorous tasks into the curriculum. We have determined that we need to increase the rigorousness of our curriculum to ensure that our students are college and career ready.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - *Analyze student data and current curriculum to determine next steps with the CCSS (curriculum audit)*
 - *Develop curriculum committees to modify and revise curriculum and assessments to meet the demands of the CCLS*
 - *Identify key standards for improvement based on student outcomes*
 - *Evaluate the performance of all students including an analysis of our SWD and ELL populations.*
 - *Provide staff with professional development around CCLS*

Activity 1

Data Analysis using the School Improvement Cycle: Data will be analyzed by the Math department to cite specific areas of need. Discussions will be facilitated around these areas of need during departmental and curriculum team meetings. Each team is charged to devise tasks aligned with the CCLS standards

Target Population: All Math teachers

Responsible Staff Members: Curriculum Committee members, Assistant Principal of Mathematics

Timeline: Ongoing

Activity 2

Professional Development: PD will be provided on the development of rigorous tasks. PD will be designed around supporting teachers in utilizing the CCLS expectations within the context of our curriculum.

Target Population: All Math teachers (Including self-contained and ICT teachers)

Responsible Staff Members: Assistant Principal for Math

Implementation Timeline: September 2012 – June 2013

Strategies to increase parental involvement

- Content Family Night
- Parent Newsletter
- School Leadership Team Meetings
- Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries
- Disseminate Parent Surveys and analyze the data to support their needs
- Translation of documents distributed to parents.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants x Other

If other is selected describe here:

Conceptual Consolidation

Teacher Per Session

Supervisor Per Session

Service and program coordination

- Before and after school curriculum and assessment teams were developed support the development of the CCLS tasks using State funds.
- To assist in supporting students with the CCLS, an after school Mathematics program was established for targeted students.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<p>ELA <i>(*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.)</i></p> <p>AIS Totals 2012-2013 Grade 6: 25 students Grade 7: 37 students Grade 8: 52 students</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 Tier II intervention provided by our AIS teachers using Wilson, Achieve 3000 and teacher created tasks based on NYS ELA Assessment and Lexile level data. Students are continually assessed to gauge student progress in AIS across the school year. • Title III Academy for target students: 1 hr. of instruction in reading and writing, and 1 hr. instruction in listening and speaking after school in preparation for NYS ELA and NYSESLAT assessments. writing & reading assessments are administered across the program. 	<ul style="list-style-type: none"> • Small group work time differentiated tasks and/or content • Small groups by grade level • Title III Academy is conducted in a small group instruction setting 	<ul style="list-style-type: none"> • During the school day • During the school day / 1-2 45 minute periods • Two weekdays after school

	<ul style="list-style-type: none"> Students identified as At-Risk by teachers will attend the ELA Intervention. CCLS expectations guide the text selection and students will gather evidence over the course of the program to respond to pre, interim and post-assessments in an on-demand writing experience. 	<ul style="list-style-type: none"> Small groups by grade level 	<ul style="list-style-type: none"> Two weekdays after school
<p>Mathematics (*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>AIS Totals 2012-2013 Grade 6: N/A Grade 7: 12 Grade 8: N/A</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 Tier II intervention using scaffolded tasks based on student data Peer tutoring to assist in the completion of assignments and projects 	<ul style="list-style-type: none"> Small group work time differentiated tasks and/or content Small group setting Small group setting 	<ul style="list-style-type: none"> During the school day Additional 1-2 45 minute periods a week Two weekdays after school
Science	<ul style="list-style-type: none"> 		
Social Studies			
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> <p><u>At-Risk Services Totals 2012-2013:</u> <u>As needed basis:</u> 1555 Students Grade 6: 533 Grade 7: 506 Grade 8: 516 <u>Guidance Mandates – All Grades:</u> 51 Students <u>School Psychologist Triennials–</u></p>	<ul style="list-style-type: none"> School counselors with 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 and academic issues including school, friends, family, organizational skills, time management and preparation for high school. 		<ul style="list-style-type: none"> During the school day for one or more periods a week as needed. During the school day for one or more periods a week as needed.

<p>All Grades: 54 Students</p> <p><u>Health Related Services Mandates</u> – All Grades: 27 Students</p>	<ul style="list-style-type: none"> • The school psychologist will offer clinical services. They will observe at-risk students that are in possible need of an evaluation. In addition, the psychologist will observe and test all triennial students. • 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. In addition, the social worker will work with the families of students that are in need of their mandated three year reevaluation for Special Education services. • Health related services are offered to all students as needed. Students are assisted in learning how to deal with health related issues. In addition, the school nurse works with students to educated them on the medicine that they are administered, good eating habits and hygiene 		<ul style="list-style-type: none"> • During the school day for one or more periods a week as needed. • During the school day, one period a week or as needed, to all students
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- The pupil personnel staff will work closely with the Network HR point person to ensure that all staff is highly qualified.
- Mentors will be assigned to support new teachers and teachers who need assistance.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

THE PARENT INVOLVEMENT POLICY (PIP) & SCHOOL-PARENT COMPACT

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 and Chinese when possible.
 - Use of school Messenger system to make parents aware of meetings and activities for school parental involvement plan
 - Parents and Teachers will have access to IS 5 web site where they can access the latest school information, School Leadership team meetings and other school events. Additionally, parents have access to translation on the web site.
 - Parents and teachers will have access to Skedula. Individualized student information on homework assignments and assessment outcomes will be available.
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 and Chinese when possible.
 - Use of School messenger system to make parents aware of meetings and activities for school review and improvement
 - The Math, ELA, Social Studies and Science Departments will each present to parents tips on preparing for state exams and understanding their curriculum during the school year to increase parental involvement.
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
 - Developing and promoting their child's homework and study skills at home.
 - Engage parents in various field trips to cultural institutions and museums.
 - Conduct Parent ESL and Computer Classes.
 - Train parent on using Skedula, a web base student program where parents can access their child's latest academic information, communicate with teachers and check lateness and attendance.
 - Train parents on the use of Achieve 3000. Parents are provided with "At home set-up addition" where they can monitor their child's progress on reading activities and also access their Lexile level.
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: In order to keep parents informed I.S. 5 will use the School's Messenger System and Parent Newsletters and bulletins translated into Spanish 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, Family Social Studies 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, such as provide refreshments to encourage attendance, in order to promote parental participation 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 NYS 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.
 - Translation will be provided at various school functions in Chinese and Spanish.
- 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 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 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 January 17, 2013 and will be in effect for the period of 1 year.

- 1. 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 2012-2013.

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 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 monthly Parent Association meetings

3. Provide parents of academically at-risk students opportunities to attend special meetings on study skills, the importance of attendance and punctuality, positive behavior and overall academic expectations.
4. 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 cards as well as three progress reports. Further communication will be made at the discretion of the teacher.
5. Provide parents access to student data on Skedula throughout the school year.
6. 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.
7. Provide parents opportunities to volunteer and participate in school events, 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.
8. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, 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 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. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
11. 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 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.
12. 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.

13. 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.
14. 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.
15. 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.
16. Provide to each parent an individual student report about the performance of their child on the State assessment in math and English Language Arts.
17. 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.
- Review the IS5 website regularly to keep informed on my school events
- Log on to Aris and Skedula to keep up to date on my child's academic progress.

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.
- Complete assigned Achieve 3000 articles
- Log on to Skedula to check for assignments and monitor my own progress

SIGNATURES:

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

Please note that signatures are not required

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Van Nostrand	District 24	Borough Queens	School Number 005
School Name Walter H. Crowley I.S. 5			

B. Language Allocation Policy Team Composition [?](#)

Principal Michael Dantona	Assistant Principal Kevin Deacon
Coach type here	Coach type here
ESL Teacher Lin Yu Fan	Guidance Counselor Athena Levan
Teacher/Subject Area Maciej Taczynski/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other Kelly Nepogoda/ AP
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	1500	Total Number of ELLs	294	ELLs as share of total student population (%)	19.60%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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. 

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

- The Home Language Identification Survey (HLIS) is administered by one of HILS team members. There are 2 teachers, the ESL coordinator and ESL assistant principal on this team.
- Meet with assistant principal of ESL and/or ESL coordinator for informal oral interview
- Administer the LAB-R (if necessary) within ten days of registering in our school. If the student is from a Spanish speaking country they are administered the Spanish LAB-R
- Place in appropriate grade/proficiency level ESL class

2. 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. An initial parent orientation is held in early October to for all of our new admits. Later sessions are held on a as needed basis whenever a new student registers.

3. Parent notification letters are prepared by the ESL coordinator, who is responsible for the collection of the Parent Surveys and Program Selection forms, as well as the continuous testing and the facilitation of parent orientation sessions. When available, interpreters are present at the orientation sessions who speak the home languages of our ELL parents. If an interpreter is not available the New York Translation service is utilized.

4. 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.

5. 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.

6. Our Asian parents prefer to have their children immersed in the English language as opposed to a bilingual Chinese class. As of September 2011, 90 percent of our newcomers' parents opted for ESL only.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							3	5	2					10
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							75	82	127					284
Total	0	0	0	0	0	0	78	87	129	0	0	0	0	294

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	294	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	112
SIFE	25	ELLs receiving service 4-6 years	105	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	5	3	5	3	1	3	2	0	2	10
Dual Language										0
ESL	108	9	17	102	6	57	74	1	45	284
Total	113	12	22	105	7	60	76	1	47	294

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	9	10	11	12	TOTAL
Spanish							3	5	2					10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	3	5	2	0	0	0	0	10

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							48	56	83					187
Chinese							17	16	23					56
Russian							1	0	1					2
Bengali							5	5	6					16
Urdu							1	1	2					4
Arabic							0	1	1					2
Haitian							0	1	1					2
French							0	0	0					0
Korean							0	0	2					2
Punjabi							0	1	0					1
Polish														0
Albanian														0
Other							5	7	10					22
TOTAL	0	0	0	0	0	0	77	88	129	0	0	0	0	294

Part IV: ELL Programming

A. 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. 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 nine full ESL classes. Three of those classes are bridge classes for newcomers consisting of 6th, 7th, and 8th graders. In addition, we have six general education classes with advanced level ELLs. Our special education department has four 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 10 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 40% 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.

2. 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.

3. 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

A. Programming and Scheduling Information

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.

4. For all New York State assessments, except the English Language Arts Exam, students are provided with an English version of the exam and a version in their native Language. Students are also given word to word translation glossaries for these exams. For students who's native language is not offered in a translation version, they are provided a translator for the exam and the word to word translation glossary. For in class assessments students are provided word to word translation glossaries. Achieve 3000 allows spanish speaking students to read articles in their native language.

5. SIFE (Students with Interrupted Education)

We currently have 33 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 the 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 95 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.

6. 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) has been implemented 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.

7. ELL-SWDs instruction is driven by each child's IEP. This ensures that each student is placed in the correct setting allowing for each students be in the least restrictive environment. All ELL-SWDs from self contained to our related service students are given ESL services within their ELA classroom using push in model.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

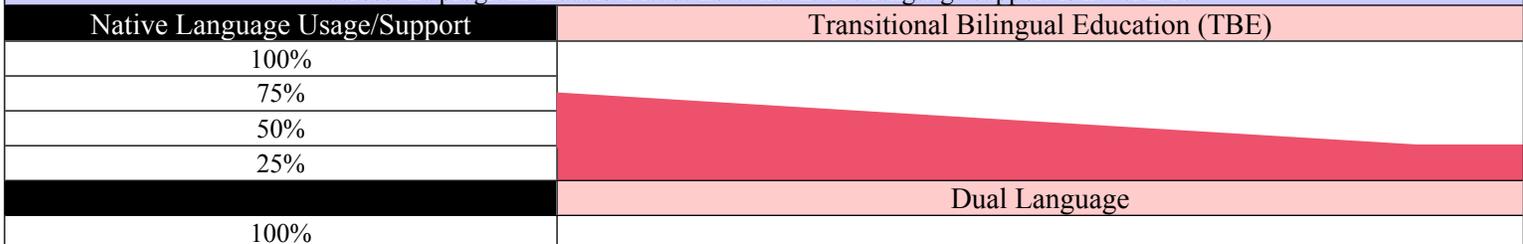
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. In order to best transition our newcomers and ready them for movement into a general education setting, teachers immerse students in the basic interpersonal communication skills necessary for assimilation to our school community and the US. BICS drives the small group instruction that takes place for our newcomers, with the expectation that they will be better able to socially navigate the middle school setting. Although BICS relies on recall and application, teachers are aware of the school's philosophy on cognitive rigor and the equity and access necessary for our newcomers and beginner/intermediate ELLs to the same learning objective of their general education and honor class counterparts. Rather than isolating our ELL students, teachers modify texts and entry points to complex topics to ensure our ELLs learn the same overall content and concepts. Assessments, Pre and post writing assessments especially, are amended to reflect appropriate reading levels and scaffolding for ELL student success.

As ELL students become assimilated to the school setting and expectations of middle school, the ELA classroom moves toward the expose and eventual understanding of the complex writing reflected in texts across classrooms. Teachers begin to immerse students in the language of learning, or academic language. It is common to see our students encouraged to use academic language in their discussions in pairs and small group settings, as well as to use their deeper understanding of CALPS to deconstruct and reconstruct a writing prompt or informational piece of text.

Our AIS program this year has been focused primarily on our ELL students, especially those who may also be SWD. This very special population benefits from the small group setting of no more than 15 students. AIS teachers build their program and content on the data from the recent NYS ELA exam, which yield the key areas across the grade and within focus groups. AIS teachers are encouraged to also use the opportunity with a smaller group to work on the foundations of Tier II vocabulary (Beck & McKeown), words that have high transfer across subject areas. There is an expectation of cycles of assessment for those students who are identified for AIS and close documentations of the interventions used to achieve student success on a weekly basis. In order to provide the time necessary for focused instruction grounded in student data, AIS teams meet together once a week for common planning and assessment review and are provided one period to dedicate to the critical documentation of student progress.

Reciprocal Teaching, an instructional model to deepen student learning and participation, has become a pillar of the small group instruction within the ELL department. Last school year, teachers of ELLs were provided with professional development in Reciprocal Teaching, and were given the opportunity to integrate this instructional technique into their practice. ELL students became acclimated to the four key areas involved in Reciprocal Teaching (summarizing, generating questions, clarifying and predicting) and had multiple opportunities to be the lead in their group's learning.

9. When ELLs have reached proficiency on the NYSESLAT our school continues to provide support for these students by having written materials within our library in various native languages. We also ensure that these students are provided with the proper testing accommodations by giving them extended time and providing them with native language glossaries.

10. Research based instructional models are at the center of the revisions to the ELL curriculum and approach at I.S. 5. The SIOP Model will be explored this year as a means of high structure for teacher planning, preparation and instruction as well as to move our ELLs toward reading success in the content areas. SIOP, Sheltered Instruction Observation Protocol, will be part of the in-house professional development for our ELL teachers this school year. Most especially useful and applicable for our ELL is SIOP's SQP2RS protocol which

will be embedded in small group instruction when necessary. ELL students will actively interact with texts in a highly structured way through SIOP's SQP2RS that will promote the gradual release of responsibility necessary for independent reading and understanding.

We will also be building capacity within the department by asking different ELL teachers throughout the year to attend professional development, turnkey to the department and model. To continue to have research at the forefront of our instructional decisions, the principal, assistant principal, I.A and a lead teacher chosen from the ELL department will be attending a three day workshop on ELL Brain Research through the DOE on November 2, November 17 and December 7. The turnkey of ELL Brain Research will begin on Election Day 2011 and continue throughout the year, with an emphasis on application in the classroom and evaluation of impact on student outcomes.

Network 604/609 professional development support is important to instruction for our ELLS. Training in "Juicy Sentences" and the deconstructing and reconstructing of complex sentences last school year has given our students approaches to tackle complex texts, especially informational texts. Two Network 604/609 Instructional Specialists will be continuing to deepen our understanding of this instructional approach in early November (November 10) and in sessions throughout the remaining school year. Follow up informal walkthroughs will be used to assess the application and impact on our ELL population.

REV IT UP is an instructional program that ELL teachers have access to this year and are encouraged to use with select ELL students. By implementing vocabulary recognition and understanding, we are extending further our research base of Beck & McKeown, whose research is the foundation of the program. ELL students are taught vocabulary in multiple contexts. The program also provides support through the use of graphic organizers and discussion entry points for our ELL students.

11. No significant changes will be made.

12. ELLs within our school are given the same instructional programs as their general education peers. 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 starting in November 2011 until May 2012. .

13. ELL students are also involved in the school wide use of ACHIEVE3000's TeenBiz program. TeenBiz exposes students to daily non-fiction reading on their reading level, as set by an initial test administration early in the school year. All students are given a double block period once a week to work on the daily TeenBiz article and the accompanying activities. As students work through the structured TeenBiz experience (thought questions, multiple choice, short writing prompts and participation in a student poll all around the daily article topic), student progress is monitored by growth in Lexiles. To better address the needs and modifications necessary for our ELLS, this school year we will be using two of the three new TeenBiz modifications - Language and Intervention models. Based on teacher discretion and noticings through TeenBiz data, teachers adjust the model ELL students work with on the program to support their future success. Changes to the program can include vocabulary work prior to reading the daily article, translation of the program commands and text into Spanish and "Just For Me", an area that includes front loading activities and videos and visuals to support the necessary scaffolds and differentiation for our ELLS. 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. In our school's self-contained special education Spanish bilingual class, the students are provided with texts (novels, text books, and informational texts) in Spanish as well as English.

14. Ordering of texts in both English and other languages is an emphasis this school year. Bilingual ELL classes are furnished with titles in English and Spanish to best assess literacy in native language. Math, Science, and Social Studies classrooms utilize native language to English glossaries.

15. All ELL students are given the same access to the ELA, Math, Science, and Social Studies curriculum as their general education peers. To ensure their needs are met teachers modify the curriculum to give them best opportunity to understand the material. For all of our ELLs except our newcomers the students are placed in grade level classes and taught grade level content. For our newcomers the students are broken up into three classes based on their English language skills. These students for Math students are broken up into grade level classes and the content taught is on grade level. For ELA, Science, and Social Studies the students are grouped by language ability. This ensures

that the lessons taught meet the needs of the students.

16. To support incoming 6th grade ELL and General Education students our school offers a four week summer institute. This institute provides the students with the opportunity, to learn the layout of the building, to experience the transitions of moving from class to class, and prepare the students for middle school work.

17. There are no language electives available for our ELL students.

C. 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)?

Paste response to questions 1-5 here

D. 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.

Assistant Principal of ELA & ESL will attend the TESOL Conference on October 28 & 29, 2011 and will turnkey findings, NYS regulation updates and provide professional development around teaching language in content to fellow administration during cabinet meetings and to the ELA and ESL departments on Election Day 2011. It is anticipated that administration and ELA/ESL teachers will attend an additional TESOL conference in Spring 2012.

As a result of our participation in the October TESOL conference, a critical professional partnership has been created with Jennifer Stengel-Mohr, professional development presenter, professor at Queens College with particular emphasis on the placement and supervision of TESOL student teachers. Ms. Stengel-Mohr will be presenting to our ELA & ESL department in January about the importance of the language objective and content objective. During the January professional development day at I.S. 5, the TESOL student teachers who will be on board for 15 weeks of their college semester will be meeting with their cooperating teachers. Throughout the TESOL student teacher experience, Ms. Stengel-Mohr will be working closely with I.S. 5 to support ELLs across the school as well as to surface gaps in instruction and programming that may give rise to the discussion and the change necessary for ELL success.

TeenBiz 3000 training in the new differentiation modules of "intervention" "language" and "enrichment" with Achieve3000 representative Molly Breslin will take place throughout the 2011-2012 school year. In October, teachers in the ELA, ESL, ICT & Special Education self contained received a half day professional development with Ms. Breslin that highlighted the important changes to the program that provides the supports and modifications needed by our ELL populations. In December, Ms. Breslin will be returning to provide two days of individualized and small group support to implement these changes and to help teachers disaggregate and utilize data for best application and TeenBiz3000 results. Ms. Breslin will also be returning in Spring 2012 to discuss how teachers can move toward further individualization of the program for ELLs through the unit creation feature on TeenBiz3000.

TeenBiz 3000 training in these particular modules is also a part of several Parent Nights/Family Nights at I.S. 5. Parents had the opportunity to not only hear the great supports provided through Achieve but to also experience the program on laptops provided for use at the workshop. All parents were provided access to the Home Set Up edition of Achieve3000 which shows assessment results and previews the articles of the week for parents (this is accessible in Spanish and French currently).

Network Instructional Specialists will present to select teams of ELA, ESL and ICT teachers on November 10, 2011 on "Sensational Sentences and Juicy Words." The teams in attendance are expected to apply the instructional approaches learned at the professional development and turnkey to fellow staff later on in the year.

The I.S. 5 cabinet has been working with the current David Sousa texts How the ELL Brain Works/How the Special Ed Brain Works in order to address our own professional growth and knowledge base to best lead our teachers and impact our students. Cabinet meetings in October 2011 and throughout the winter have contained opportunities to jigsaw text, discuss and decide on any further implementation in our classrooms. These texts were also chosen in anticipation of the ELL Brain Research training offered through the Department of Education at which our principal, APs and ESL teachers would be attending with the expectation of turnkey across departments.

The Assistant Principal of ELA and ESL will be working on a virtual institute through Pearson with the SIOP model (Sheltered Instructional Observation Protocol). The virtual institute, in December 2011, will shed light on a possible approach to ESL teacher preparation and instruction. The assistant principal will be turn keying to the department and discussing the impact of such a program on ELL student success.

The Rev It Up program, based in the work of Beck and McKeown, will be turn keyed by the AP of ELA & ESL to the departments as an opportunity to grow academic language use through application on multi-genres texts

2. To support incoming 6th grade ELL and General Education students our school offers a four week summer institute. This institute provides the students with the opportunity, learn the layout of the building, to experience transitioning in a middle school from class to class, and prepare the students for middle school work. For our 8th grade students who will be articulating to High School our guidance counselors meet with each class to explain the application process. They also show the ELL student how to identify schools that have the

programs they need and they review each application to ensure that the schools they are applying to have the ESL program they need.

3. On the first two days of this school year the I.S. 5 staff was given Professional Development that allowed them to identify ELL students within their class. They also received PD in disaggregating ELL data to determine the specific area of need (Listening and Speaking, Reading and Writing) of their ELL students. This PD will help drive their instruction to best fit the needs of their students. During the weekly inquire department meetings ELL data from in house assessments is reviewed and analyzed to determine patterns or needs. At these weekly meetings research and discussions for supporting ELL students is a focus. This year the I.S. 5 ELL staff will turnkey the ELL Brain Research PD to the I.S.5 staff.

E. 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?

1. 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. An initial orientation sessions is held in early October to accommodate large number of newly registered students in September. Subsequent sessions are held when new students register, typically these orientations are held the same day that the parent registers their child..

2. In consultation with the PA, our parent coordinator also arranges for community based organizations to present topics of interest to parents. Furthermore the Sunnyside Beacon Program offers ESL classes to our ELL students' afterschool within our building. Our PA also provides ESL classes for our parents on Saturday day mornings.

3. In the best interest of our parents and the varied needs of their children, I.S.5 utilizes the school website as an effective intermediary between home and school. The I.S. 5 website contains a "Parents Corner" that has information on how parents can participate in the school Parent Association and the details of how our parent coordinator can help with the successful transition into middle school, especially for our ELL parents. We have also included a parent survey to assess specific parent needs. The website contains a wealth of information including but not limited to school discipline code, school calendar, and teacher email and library site. Most importantly, the school website content can be translated into over two dozen languages with the click of a button.

The I.S. website was unveiled to families in September at the opening of school. Additional meetings such as school Family Nights and Achieve3000 trainings serve as opportunities for our parents of ELLS to share, discuss and ask questions regarding their child's progress and witness their successes. Since Achieve3000 is such an important component of our ELA curriculum for all students, we will be holding specific professional development sessions for our ELL parents on the Achieve3000 At Home Set Up with accommodations to their home language as best the program offers. Parents will have a chance to experience the Achieve3000 program as it is set to the Language option and ask questions relevant to their child's needs. At the close of professional development, we ask participants to complete feedback forms to help us further address parent concerns in a one on one fashion.

Our parent coordinator is a critical intermediary with our ELL parents. She arranged for the Queens Adult Learning Center (QALC) come to I.S. 5. The QALC currently holds two ELS classes for our ELL parents a week on Tuesdays and Thursdays. She also publishes a monthly parent news letter that is sent home with the students. This letter informs parents of upcoming events in the school and recognizes past events.

School correspondence, through the use of the New York City Translation Unit, is translated into as many native languages as possible. Our schools also has, teachers, paraprofessionals, and schools aides that are fluent in: Spanish, Chinese, Urdu, Bengal, Indonesian, Haitian Creole. When parent who speaks one of these languages comes or calls the school we are able to communicate with them through these native speakers. Furthermore for oral translation our school utilizes the New York City Translation Unit when an in house translator is not available.

4. 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 Teacher Conferences, our Annual ELA, Math, Social Studies and Science Family Nights, and our Fine and Performing Arts Festivals. During these events, translators are provided for parents and specific information is shared, such as the Achieve 3000 and V Math, two web based programs. All parents, including parents of our ELLs, receive access to Achieve 3000 data and content through At Home Set Up. The parent coordinator continues to offer ESL classes for ELL parents twice a week. ESL classes are provided by one of our schools ESL teachers for our parents on Saturdays.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)							10	15	33					58
Intermediate(I)							20	25	50					95
Advanced (A)							47	46	48					141
Total	0	0	0	0	0	0	77	86	131	0	0	0	0	294

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	5	6				
	I							9	9	15				
	A							39	36	46				
	P							66	61	74				
READING/ WRITING	B							10	11	25				
	I							19	23	44				
	A							36	36	40				
	P							53	41	32				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	35	4	0	64
7	53	15	0	0	68
8	49	48	3	0	100
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	18		29		21		8		76
7	19		38		15		7		79

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	23		65		23		5		116
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

B. After reviewing and analyzing the assessment data, answer the following

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

1. To assess the literacy skills of our students our school uses Level Set on Achieve 3000. The Level Set Measures both text difficulty and reader ability on the same scale which enables our teachers to better match students with content that will both engage and challenge them in the level at which they learn best. According to Achieve 3000 our ELL sixth graders the average reading grade level is 3.5, for our seventh graders the average reading grade level is 4.5, and for our eighth graders the average reading grade level is 5.

2. An analysis of the NYSESLAT and the LAB-R has shown that our ELL sixth grade students are much stronger in the listening and speaking modality. Only 13% of the ELL sixth graders were at the beginner and intermediate level for speaking and listening as opposed to 33% of these students falling in the beginner and intermediate level for reading and writing. In the seventh grade 13% of the students were at the beginner and intermediate level for listening and speaking while in reading and writing 31% of these students were beginner and intermediate. In the eighth grade 15 % of the students were at the beginner and intermediate level for listening and speaking while in reading and writing 49% of these students were beginner and intermediate.

Upon review of the four modalities across proficiency levels and grades, our Language Allocation Policy (LAP) and instruction will focus on two modalities of language: 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.

3. Based on the ELLs performance, implications for classroom instruction suggest the need for more context-embedded language instruction in math classrooms. Teachers will explicitly teach students the academic language needed to understand and master mathematical tasks. ELLs will continue to receive content area instruction utilizing ESL strategies and methodologies. Math teachers will be. ELA instruction emphasis will be placed on word work and specifically tier two and tier three vocabulary words. ELA will be continuing their work with on demand writing assessments, need based lessons, and thought questions from Achieve 3000. Science will focus on improving the inferencing skills of their students. Science will also focus on reading to build background knowledge for their lab work.

4a. Based on the results of the NYSESLAT, the implication for the LAP is that students will need continued support in reading and

writing. The ELL periodic assessment also confirms the finding.

4b. ELL periodic assessment results will be a critical focus for decisions and inquiry work for the ESL department. Teachers with support of the ESL assistant principal will use ELL periodic data in conjunction with in house assessments to implement change strategies over the course of the year to ultimately impact the ESL and ELA curriculum.

4c. Previous ELL periodic assessments have indicated that our ELL students need continued support and differentiated scaffolds in reading and writing.

5. N/A

6. The success of our programs for ELLs is evaluated throughout the year through the use of teacher made assessments and the ELL interim assessment. A final assessment is made at the end of the year with the NYSESLAT. Using the data from the ELL periodic assessment and our in house assessments our ESL department in collaboration ELA department will participate in an in house curriculum audit.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Walter H. Crowley

School DBN: 24Q00

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Dantona	Principal		11/1/11
Kevin Deacon	Assistant Principal		11/1/11
Clara Alonso	Parent Coordinator		11/1/11
Lin Yu Fan	ESL Teacher		11/1/11
	Parent		11/1/11
Maciej Taczynski/ESL	Teacher/Subject Area		11/1/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01

School Name: Walter H. Crowley

School DBN: 24Q00

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
Athena Levan	Guidance Counselor		1/1/01
Debra Van Nostrand	Network Leader		11/1/11
Kelly Nepogoda/AP	Other		11/1/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q005** School Name: **Walter H. Crowley I.S. 5**

Cluster: _____ Network: **609**

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.

For currently enrolled students ATS records indicate the home language of our students. For any new enrolled student, we administer the home language survey to determine which language will allow us to best communicate with the parents/guardians.

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.

Through the use of ATS our school identified 678 homes where Spanish is spoken and read, 262 homes where Chinese is spoke and read, 120 where Bengali is spoken and read, 22 where Korean is spoken and read, and 18 where Urdu is spoken and read. There are 241 homes where English is the home language and the remainder of our students cover a variety of dialects.

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.

School correspondence, through the use of the New York City Translation Unit, is translated into as many native languages as possible. When an immediate notice needs to be sent home we have two teachers that will translate it into Spanish and Chinese. For the parents that do not read English, Spanish, or Chinese, a statement in Arabic, Russian, Korean, Bengali, Urdu, and Haitian Creole is added letting them know they can come to the school for an oral translation.

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.

Our schools also has, teachers, paraprofessionals, and schools aides that are fluent in: Spanish, Chinese, Urdu, Bengal, Indonesian, Haitian Creole. When parent who speaks one of these languages comes or calls the school we are able to communicate with them through these native speakers. Furthermore for oral translation our school utilizes the New York City Translation Unit when an in house translator is not available.

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>.

Signs in all eight languages provided on the DOE site are conspicuously hung in the main lobby and main office.
All staff has access to the DOE Translation Hotline for communication with parents.
A list of staff members who speak a second language is kept in the main office for review.
All written communication is sent to the DOE Translation Unit a minimum of one week prior to the proposed distribution date.
Staff who speak a second language are paid at the per session rate to attend evening events to provide interpretation services.
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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: I.S. 5	DBN: 24Q005
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>54</u>
Grades to be served by this program (check all that apply): <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
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our English Language Learners receive Title III supplementary services through our Academy for ELLs. The rationale for the program is consistent with our school-wide goal to improve the performance of our ESL population. Our program targets Newcomers as well as ELLs with a level 1 or 2 on their standardized exams. The program will take place 2 days per week for two hours each day. In order to support the program we have purchased ELL materials from continental press, focusing on Reading, Writing, Listening and Speaking. ESL teachers will be providing the instructional support for our students.

- Certified ESL teachers provide instruction in Reading, Writing, Listening and Speaking. ESL and Science teachers will co-plan to support student instructional sessions.
- Classes meet Tuesday and Wednesday beginning December 2012 to June 2013, from 3:10 pm – 5:10 pm. The students will engage in a total of 40 sessions.
- Group sizes are maintained at fifteen-twenty students per teacher. Students are grouped by grade level.
- Students will receive sixty minutes of reading and writing instruction and sixty minutes of science instruction on one day of the program. The second day of the program the students will receive sixty minutes of listening and speaking instruction and sixty minutes of science instruction. 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. A curriculum team has developed 4 units of study to better prepare the students for the listening, speaking, reading and writing portions of the NYSESLAT assessment. The science program will consist of providing students with the opportunity to create a lab investigation as a means of developing Tier 2 and Tier 3 vocabulary.
- General instructional supplies including, translation dictionaries, headsets, book bins, chart paper, markers, notebooks, pencils will be purchased to support the Academy for ELLs.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: We have been selected as an ESL lab site for Professional Development, whereby an ESL specialist will be providing 3 full days of professional development, specifically designed to improve the performance of our general ed., special ed. and ESL students. All ELA and ESL teachers will be receiving training focused on strategies, which teachers can use to help students demystify complex text. The three workshops will be focused on the Text, Talk and Tasks required for ELLs to be successful. Maryann Cucchiarra is our presenter. The professional development sessions will be held on October 24th, December 13th and February 27th. In addition to the professional development sessions above, the information will be turnkeyed to the staff. We will be hosting a minimum of three sessions which will be provided for Math, Science and Social Studies teachers on the following dates in March: March 4th, March 11th, and March 18th.

Part D: Parental Engagement Activities

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

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

Begin description here: In order to support the needs of our students it is crucial that we provide support to our parents as well. Therefore, an ESL class will be established for our parents, whereby they will be introduced to a Rosetta Stone English course. Parents will be notified via newsletter and a our phone message system. The course will take place on Mondays and Wednesdays from 5:00 - 6:30 beginning Monday, January 28th. Parents will receive a total of 20 sessions.

Parents receive notification regarding the ESL classes via a school parent newsletter as well as via a flyer which is translated into Spanish and Chinese.

All parents, including our parents of ESL students, are invited to attend our PA functions and Family Night events. We provide our parents with translation services during these events in Spanish and Chinese. Additionally, our executive PA board members are available to support our parents who speak Bengali.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		