



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: WALTER H. CROWLEY SCHOOL OF LEADERSHIP AT I.S. 5

DBN (i.e. 01M001): 24Q005

Principal: KELLY NEPOGODA

Principal Email: KDOBSON@SCHOOLS.NYC.GOV

Superintendent: MADELINE TAUB-CHAN

Network Leader: MICHAEL DANTONA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|------------------|--|-----------|
| Kelly Nepogoda | *Principal or Designee | |
| Patricia Crowley | *UFT Chapter Leader or Designee | |
| ElviraGonzalez | *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 | |
| Maria Berrios | Member/ Assistant Principal | |
| William Ko | Member/ Assistant Principal | |
| William Morgan | Member/ Assistant Principal | |
| Sheryl Winkler | Member/ Assistant Principal | |
| Daniel Furman | Member/ SLT Chairperson | |
| | Member/ | |
| Sun Jung Lee | Member/ Parent Member | |
| Robina Desai | Member/ Parent Member | |
| Monica Aviles | Member/ Parent Member | |
| Deborah Martinez | Member/ Parent Member | |
| Jaswinder Kaur | Member/ Parent Member | |
| Robin Cruz | Member/ Parent Member | |
| | Member/ | |
| | Member/ | |

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|--|--|
| x | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| x | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| x | Academic Intervention Services (AIS) |
| x | Title I Plan (Only for schools receiving Title I funding) |
| x | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students will demonstrate progress in ELA, with specific emphasis on growth from Level 1 to Level 2 by 5% of our SWD and ELL students, through the use of effective differentiation, scaffolding and Achieve 3000 as evidenced by the NYSELA Assessment and On-Demand writing assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

•After an analysis of 2013 NYS ELA assessment data, we determined that there was a need to improve ELA outcomes for all of our students as evidenced by the significant drop in students meeting standards on the 2013 Progress Report. Additionally, based on NYS ELA assessment data and the outcomes of Teenbiz3000 for our SWD and ELL students, we determined the need to zone in on our SWD and ELL students, especially as per the demands of complex CCLS reading and academic writing.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide targeted professional development on effective differentiation in each of the core subject areas (A continued lab site for Network 609 Maryann Cucchiarra's 3L's for ESL students & Expeditionary Learning training)
2. Continued professional development on the effective use of Achieve 3000 from professional development personnel
3. Analyze student assessment data in inquiry meetings
4. Determine student deficiencies through the use of DDC Exam Portal & analysis of DYO Writing assessments in order to properly align instruction.
5. Provide AIS services for SWD students focusing on fluency and comprehension.
6. Provide additional services for ELL students in ELL Saturday Academy Program
7. Develop an after school instructional program to provide additional academic support in ELA, primarily for Level 1 and Level 2 students.
8. Provide The Wilson Intervention program for identified SWD students during extended day
9. Provide opportunities for staff to engage in curriculum development

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principal for ELA/ESL, ELA/ESL teachers, CFN 609 Network personnel, Maryann Cucchiara, professional developer, Expeditionary Learning trainer
2. Assistant Principal for ELA/ESL, ELA/ESL teachers, TeenBiz3000 professional development personnel
3. Assistant Principal for ELA/ESL, ELA/ESL teachers, instructional cabinet members
4. ELA/ESL teachers
5. Assistant Principal for ELA/ESL, ELA/ESL teachers, AIS teachers
6. Assistant Principals, ESL teachers and other qualified teaching personnel
7. Assistant Principal for ELA/ESL, ELA/ESL teachers
8. Assistant Principal for ELA/ESL and three Special Education Teachers who are trained in The Wilson Program
9. Assistant Principal, ELA/ESL teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher professional development agendas and reflection forms, outcomes of inquiry focused on the 3T Template (text, talk and task), frequent formative assessments and student work products and student work products through EL implementation
2. Level Set Initial, Interim and Post Assessments, as well as Administrative Reports on TeenBiz3000
3. Inquiry Data Analysis Forms– Pre and Post Instruction
4. Inquiry Data Analysis Forms and outcomes on DDC scanned assessments
5. Pre and Post Assessment Data / Formal AIS documentation
6. Pre and Post Assessments for the Title III Program
7. Pre and Post Assessments from the Afterschool Program, in addition to student growth in ELA as per Skedula
8. Pre, Post and frequent formative assessments

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| 9. Curriculum development agenda, minutes, feedback forms on instructional implementation and student work products |
| D. Timeline for implementation and completion including start and end dates |
| <ol style="list-style-type: none"> 1. October 2013 – June 2014 2. September 2013- June 2014 3. September 2013-June2014 4. September 2013 – June 2014 5. September 2013 – June 2014 6. December 2013 – May 2014 7. October 2013 – June 2014 8. December 2013 – June 2014 9. September 2013- June 2014 |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| <ol style="list-style-type: none"> 1. Continued PD on The Language for Literacy for Our ELLs (Maryann Cucchiara) will be provided to support the application of ESL instructional strategies in all classrooms. Three professional development sessions will be provided for all ELA, ESL and instructional cabinet members. 2. The school has purchased Achieve 3000 which is a program designed to improve student Reading levels. 3. Skedula, an online grading system which also houses DDC Exam Portal (to disaggregate student item analysis) was purchased to support student learning and academic growth. 4. Skedula, an online grading system which also houses DDC Exam Portal (to disaggregate student item analysis) was purchased to support student learning and academic growth. CCLS aligned rubrics will be used to surface strength and weakness areas for SWD and ELLs in their writing products. 5. AIS teacher will be meeting on designated class periods with special education students to provide additional support in reading through TeenBiz3000 and Mathematics. 6. Saturday Academy will provide additional support in the key areas for proficiency in the NYSESLAT exam, grounded in the changes made to mirror CCLS. 7. SWD and ELL students will participate in an after school program designed to improve student reading and writing with an emphasis on CCLS. 8. Students who meet the requirements of participation for Wilson instruction will be moved into extended day placement with certified Wilson teachers for further support. Wilson Kits and additional Wilson materials will be made available. 9. ELA/ESL teachers will be involved in before school and afterschool curriculum teams. |

Strategies to Increase Parental Involvement

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| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
| We will be implementing the following as a means of increasing parent involvement: <ul style="list-style-type: none"> o Content Family Night o Parent Workshops (Inclusive of Parent Workshops on ARIS, Achieve 3000, e-science, Skedula, etc..) o School Leadership Team Meetings o Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries o Disseminate Parent Surveys in the Fall (in-house) and in the Spring, and analyze the data to support their needs o Translation of documents distributed to parents. Translation of PA meetings and large group parent meetings into Spanish and Chinese. o Parents were given home access to Achieve 3000 as a means of supporting student outcomes |

Budget and Resource Alignment

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|---|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| x | Tax Levy | x | Title IA | | Title IIA | x | Title III | | Set Aside | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
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Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, all students will demonstrate progress in Mathematics, with a specific emphasis on growth from Level 1 to Level 2 in Mathematics by 5% of our SWD students, through effective differentiation and scaffolding as evidenced by the NYS Mathematics Assessment and departmental DY0 assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 •After an analysis of 2013 NYS Mathematics assessment data, we have determined that, overall, our students are struggling with the demands of CCLS, especially with performance tasks. Our school experienced a significant drop in Level 3 and Level 4 students and our Median Growth Percentile is below both peer and city schools as evidenced by information on our 2013 Progress Report, thus impacting student progress. We have determined that the move to exceed the standards in Mathematics rests upon curriculum and assessment revisions, with more rigorous tasks and productive struggle at the forefront of instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Provide targeted professional development on effective differentiation.
 2. Analyze student assessment data in inquiry meetings
 3. Determine student deficiencies through the use of Prosper, DDC Exam Portal & analysis of Unit Exam performance tasks to surface misconceptions & areas requiring reteaching /responsiveness/remediation.
 4. Provide AIS services for SWD students with focuses on mathematical precision and fundamental processes .
 5. Develop an after school instructional program to provide additional academic support in Mathematics, primarily for Level 1 and Level 2 students.
 6. Provide opportunities for staff to engage in curriculum development
 7. Provide opportunities for instructional cabinet to attend Network and CMP3 professional development on Mathematical best practices and turnkey to grade level inquiry teams.

- B. Key personnel and other resources used to implement each strategy/activity**
1. Assistant Principal for Mathematics, Math teachers, CFN609 Network personnel, CMP3 training
 2. Assistant Principal for Math, Math teachers
 3. Assistant Principal for Math, Math teachers, instructional cabinet members
 4. Assistant Principal for Math, AIS teachers
 5. Assistant Principal for Math, Math teachers
 6. Assistant Principals, Math teachers, instructional cabinet members
 7. Assistant Principal for Math, Math teachers, Network personnel, instructional cabinet and CMP3 trainer

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teacher professional development agendas and reflection forms, outcomes of inquiry focused on the 3T Template (text, talk and task), frequent formative assessments and student work products and student work products through EL implementation
 2. Inquiry Data Analysis Forms– Pre and Post Instruction Examination
 3. Inquiry Data Analysis Forms and outcomes on DDC scanned assessments
 4. Pre and Post Assessment Data / Formal AIS documentation
 5. Pre and Post Assessments as monitored through mastery of Mathematical concepts on Khan Academy in addition to student growth in Math as per Skedula
 6. Pre, Post and frequent formative assessments
 7. Exit slips and feedback forms from professional development sessions, integration of professional development learning into assessments

- D. Timeline for implementation and completion including start and end dates**
1. September 2013 – June 2014
 2. September 2013 – June 2014
 3. September 2013 – June 2014
 4. September 2013 – June 2014

5. October 2013 – June 2014
6. October 2013 – June 2014
7. October 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The school has designed differentiated grade level homework books to support student needs.
2. SWD and ELL students will be participate in an after school program designed to improve student mathematics skills.
3. Teachers will routinely meet one period during the week in inquiry teams and afterschool on Thursdays once a week to discuss student assessment outcomes and its impact on practice.
4. Special education students in classes 827 (twice a week), 737 (once a week), 716 (twice a week) will meet with AIS teachers to support Math skills acquisition.
5. Teachers will meet with students who scored a Level 1 or a Level 2 twice a week during a scheduled Math Enrichment Program. Teachers will employ Khan Academy to focus on Math fundamentals and track student progress.
6. Funds will be set aside to support curriculum development before and after school for Math teachers across all grade levels.
7. Instructional cabinet members will be covered to attend Network and CMP3 professional development. Opportunities for turnkey will occur during weekly inquiry meetings.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- o Content Family Night
- o Parent Workshops (Khan Academy, Skedula, CMP3, etc.)
- o School Leadership Team Meetings
- o Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries
- o Disseminate Parent Surveys in the Fall (in-house) and in the Spring, and analyze the data to support their needs
- o Translation of documents distributed to parents. Translation of PA meetings and large group parent meetings into Spanish and Chinese.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|---|----------|-----------|-----------|-----------|--------|
|---|----------|---|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students will participate in CCLS aligned units in Science, each with an embedded writing task on exposition/argumentation/persuasion/information as evidenced by student work products.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In preparation for the rigors of CCLS and Next Generation Science Standards, we have determined that we must embed a rigorous writing task on exposition/argumentation/persuasion into each unit of our current Science curriculum. We have determined that we need to continue to improve of our curriculum to ensure that our students are adequately prepared for the Grade 8 Science written exam and are college and career ready.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Analyze student assessment data.
2. Determine student deficiencies and embed the scaffolds necessary for all students to gain access to rigorous content and tasks

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| 3. Provide professional development on CCLS expectations for shared responsibility for literacy |
| 4. Provide opportunities for staff to engage in curriculum development |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. Assistant Principal for Science, Science teachers and instructional cabinet members |
| 2. Assistant Principal for Science, Science teachers and instructional cabinet members |
| 3. Assistant Principal for Science, Science teachers and instructional cabinet members |
| 4. Assistant Principal for Science, Science teachers and instructional cabinet members |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. Inquiry paperwork, student data analysis, pre instruction and post instruction assessments |
| 2. Inquiry agendas and data based tasks created and curriculum revisions made |
| 3. Agenda, presentations, teacher feedback sheets and lesson plans reflecting CCLS rigor as an outgrowth of professional development |
| 4. Curriculum and assessment creation – student work products reflecting implementation |
| D. Timeline for implementation and completion including start and end dates |
| 1. September 2013 – June 2014 |
| 2. September 2013 – June 2014 |
| 3. September 2013 – June 2014 |
| 4. September 2013 – June 2014 |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. Inquiry grade level meetings twice a week |
| 2. Inquiry grade level meetings twice a week |
| 3. Before and afterschool curriculum meetings |
| 4. Monies will be utilized to fund curriculum and assessment development and used for instructional cabinet to turnkey curriculum best practices |

Strategies to Increase Parental Involvement

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| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
| <ul style="list-style-type: none"> • Content Family Night • Presentations to parents on e-science, science literacy program <ul style="list-style-type: none"> o Parent Newsletter o School Leadership Team Meetings o Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries o Disseminate Parent Surveys and analyze the data to support their needs o Translation of documents distributed to parents. Translation of PA meetings and large group parent meetings into Spanish and Chinese. |

Budget and Resource Alignment

| | | | | | | | | | | |
|---|----------|--|----------|--|-----------|--|-----------|--|-----------|--------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| x | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
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Goal and Action Plan #4

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

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| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, all students will participate in CCLS aligned units in Social Studies each with embedded writing tasks on exposition/argumentation/persuasion as evidenced |

by student work products.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on student performance and shifts in teacher pedagogy in Social Studies during the 2012-2013 school year with respect to argumentative/expository writing, we determined that to improve student writing outcomes, students require consistent and routine practice with complex writing tasks. Additionally, routine work with sophisticated and standard aligned writing tasks will provide adequate preparation for the informational/argumentative elements of the NYS ELA exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Analyze student assessment data.
2. Determine student deficiencies and embed the scaffolds necessary for all students to gain access to rigorous content and tasks
3. Provide professional development on CCLS expectations for shared responsibility for literacy
4. Provide opportunities for staff to engage in curriculum development

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principal for Social Studies, Social Studies teachers, instructional cabinet
2. Assistant Principal for Social Studies, Social Studies teachers, instructional cabinet
3. Assistant Principal for Social Studies, Social Studies teachers, instructional cabinet
4. Assistant Principal for Social Studies, Social Studies teachers, instructional cabinet

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Inquiry paperwork, student data analysis, pre instruction and post instruction assessments
2. Inquiry agendas and data based tasks created and curriculum revisions made
3. Agenda, presentations, teacher feedback sheets and lesson plans reflecting CCLS rigor as an outgrowth of professional development
4. Curriculum and assessment creation – student work products reflecting implementation

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. To assist in supporting students with CCLS in Social Studies class, an after school ELA program was established for targeted students. Additionally, Social Studies teachers analyze data with their grade level teams once a week
2. Before and after school curriculum and assessment teams were developed to support the development of the CCLS tasks using State funds.
3. Professional development will be embedded in once a week, grade level inquiry meetings as well as additional opportunities provided by instructional cabinet members
4. Monies will be utilized to fund curriculum and assessment development

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- o Content Family Night
- o Parent Newsletter
- o School Leadership Team Meetings
- o Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries

- o Disseminate Parent Surveys and analyze the data to support their needs
- o Translation of documents distributed to parents. Translation of PA meetings and large group parent meetings into Spanish and Chinese.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
| | | | | | | |

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all staff will engage in frequent professional development sessions on the new teacher evaluation system and its role in their instructional practice as evidenced by positive impact on student work products across subject areas.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing the NYC citywide instructional expectations for 2013-2014 and surfacing the need for additional focus on Domains 2 and 3 in the Danielson Framework as per 2012-2013 teacher observation feedback, we identified the need to engage the staff in the professional learning necessary for success with the Danielson Framework. Specifically, we have identified Component 1e, 3b, and 3d as key, high leverage areas of focus.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers self-assess themselves on all components of the Danielson rubric.
2. School leaders set up and follow a schedule for teacher walkthroughs and feedback using the Danielson rubric.
3. School leaders will prepare professional development sessions around common areas for concern/strengthening as per Advance data.
4. Teachers will revisit their original Danielson goals to reflect on growth and the development of next steps
5. Professional development in Danielson Framework Rubric Study and sharing of best practices will be offered in multiple series across the school year
6. Inquiry meetings will be consistently rooted in Danielson Framework components

B. Key personnel and other resources used to implement each strategy/activity

1. All supervisory and pedagogical staff
2. All supervisory and pedagogical staff
3. All supervisory and pedagogical staff
4. All supervisory and pedagogical staff
5. All supervisory and pedagogical staff
6. All supervisory and pedagogical staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 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. Teacher self-assessment will be housed electronically to disaggregate high need areas
2. Walkthrough schedule and one on one feedback sessions for round 1
3. Feedback on continued informals and formals, logged into Advance
4. Teacher self-assessment will be housed electronically to disaggregate high need areas
5. Feedback, agendas and next steps
6. Inquiry paperwork

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

2. September 2013 – June 2014
3. September 2013 – June 2014
4. December 2013 – June 2014
5. September 2013 – June 2014
6. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Opening Day professional development will provide reflection time to respond to Danielson assessment
2. Danielson Framework IPC Meetings for MOTP selections (option 1 or option 2)
3. PD sessions will occur before and afterschool
4. Thursday Inquiry Meetings/Election Day/Chancellor's Day
5. PD sessions will occur before and after school
6. Two weekly grade level inquiry meetings

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Specific letter home in various languages detailing the new teacher evaluation system.

- o School Leadership Team Meetings
- o Administrative staff will attend regularly scheduled PA meetings to share information and respond to parent requests and inquiries
- o Translation of documents distributed to parents. Translation of PA meetings and large group parent meetings into Spanish and Chinese.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

| |
|--|
| |
|--|

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|---|--|
| ELA | <p>Differentiated instruction in all ELA classes- Tier I Intervention</p> <ul style="list-style-type: none"> • 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. | <p>Small group work time differentiated tasks and/or content</p> <ul style="list-style-type: none"> •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 |
| Mathematics | <p>Differentiated instruction in all Math classes-Tier I intervention</p> <ul style="list-style-type: none"> •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 | N/A | N/A | N/A |
| Social Studies | N/A | N/A | N/A |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <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 | <p>One-on-one meetings/mandates</p> <p>Small group</p> | <ul style="list-style-type: none"> •During the school day for one or more periods a week as needed. |

| | | | |
|--|---|--|--|
| | <p>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.</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 educate them on the medicine that they are administered, good eating habits and hygiene | <p>Group Guidance Sessions</p> <p>IEP Meetings</p> | <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. • During the school day, one period a week or as needed, to all students |
|--|---|--|--|

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <ul style="list-style-type: none"> •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. Attend job fairs and conduct extensive interviews, including demonstration lesson New teacher meetings and high level of support from academy Assistant Principals. |

High Quality and Ongoing Professional Development

| |
|---|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| Utilizing professional development personnel at the network level, ensuring a train the trainer model for CMP3, EL and ESL pedagogy Building capacity through instructional cabinet Paraprofessionals sent to UFT Queens trainings and frequent SESIS refreshers Employ the use of certified and reputable professional developers on ELL best practices (Ms. Maryann Cucchiara) and TESOL professors from Queens College Mentors are assigned to Assistant Principals and meet frequently to discuss best leadership practices |

Coordination and Integration of Federal, State, and Local Services and Programs

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| <ul style="list-style-type: none"> - Before and after school programs - ELA and Math intervention programs are offered for targeted students to assist them in achieving a proficient level on the NYSELA and NYS MATH exams - In addition, a Saturday Academy has been created and offered to targeted students to prepare them to reach proficient levels on the NYSESLAT exam and prepare them for the NYSELA and NYS MATH exams |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

| |
|---|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| Teachers conduct evaluations of the status of curriculum three times over the course of the year. Additionally, teachers review the impact of pre and post assessments in inquiry, departmental and faculty meetings to surface the instructional multiple entry points necessary for all students to achieve the objectives of rigorous tasks. Based on the examination of student work and teacher feedback, decisions to shift the instructional core are made. To ensure that teachers effectively use assessment results to improve instruction, consistent professional development around Danielson Framework Domain 3 (with an emphasis on 3d: Assessment in Instruction) is done with inquiry teams across grades and subject areas. |

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

I. General Expectations

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

- o 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.
- o 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.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o 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.
- o 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.
- o 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:
 - o 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, daily student attendance/absence 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.
- Parent coordinator will serve as a liaison for parents to communicate needs and concerns, as well as facilitate meetings to message important school initiatives.
- Focus group of parent SLT members to address needs and next steps for parent outreach and support, as part of the CEP process

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.
- o Two annual parent surveys (Fall / Spring)

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 support needed for parental involvement with Skedula, Achieve3000, e-science, Khan Academy
- 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.
- o Progress report distributed three times a year

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.
- 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 December 6, 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. Additionally, students who scored a Level 1 or Level 2 on ELA/Math exams in the 2012-2013 school year, will be provided with an opportunity for extended parent teacher conferences.

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 ; 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:

- o Monitoring attendance
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's school.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o 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.
- o 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.
- o Review the IS5 website regularly to keep informed on my school events
- o 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:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o 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.
- o Complete assigned Achieve 3000 articles/ e-science / Khan Academy

- o Log on to Skedula to check for assignments and monitor my own progress
- o Work toward my established goals every day in every class in preparation for the rigors of high school and beyond

SIGNATURES:

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

Please note that signatures are not required

• .

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

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

Part I: School ELL Profile

A. School Information

| | | |
|---|-----------------------|--------------------------|
| District 24 | Borough Queens | School Number 005 |
| School Name Walter H. Crowley School of Leadership | | |

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

| | |
|--|--|
| Principal Kelly Nepogoda | Assistant Principal Maria Berrios |
| Coach type here | Coach type here |
| ESL Teacher Nicole Colao | Guidance Counselor type here |
| Teacher/Subject Area Melina Rodriguez, Bilingual Ed | Parent |
| Teacher/Subject Area type here | Parent Coordinator Clara Alonso |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program. | 6 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 | Number of certified NLA/foreign language teachers | 1 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 1 | Number of special education teachers with bilingual extensions | 3 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 1622 | Total number of ELLs | 294 | ELLs as share of total student population (%) | 18.13% |
|--|-------------|----------------------|------------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|----|----|----|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | 1 | 1 | 1 | | | | | 3 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | | | | | | | 1 | 1 | 1 | | | | | 3 |
| Push-In | | | | | | | 9 | 9 | 8 | | | | | 26 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 11 | 10 | 0 | 0 | 0 | 0 | 32 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 294 | Newcomers (ELLs receiving service 0-3 years) | 108 | ELL Students with Disabilities | 99 |
| SIFE | 15 | ELLs receiving service 4-6 years | 113 | Long-Term (completed 6+ years) | 73 |

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

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 3 | 1 | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 5 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 105 | 8 | 6 | 112 | 5 | 43 | 72 | 1 | 45 | 289 |
| Total | 108 | 9 | 9 | 113 | 5 | 44 | 73 | 1 | 46 | 294 |

Number of ELLs who have an alternate placement paraprofessional: 4

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 | | | | | | | 1 | 1 | 3 | | | | | 5 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 5 |

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | | | | | | | 71 | 61 | 40 | | | | | 172 |
| Chinese | | | | | | | 20 | 15 | 17 | | | | | 52 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | 8 | 10 | 8 | | | | | 26 |
| Urdu | | | | | | | 1 | 1 | 0 | | | | | 2 |
| Arabic | | | | | | | 0 | 0 | 2 | | | | | 2 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | 1 | 1 | 0 | | | | | 2 |
| Punjabi | | | | | | | 1 | 1 | 0 | | | | | 2 |
| Polish | | | | | | | 1 | 0 | 0 | | | | | 1 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 10 | 13 | 13 | | | | | 36 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 102 | 80 | 0 | 0 | 0 | 0 | 295 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| Beginner(B) | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 22 | 20 | 0 | 0 | 0 | 0 | 52 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|-----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 19 | 25 | 0 | 0 | 0 | 0 | 59 |
| Advanced (A) | 0 | 0 | 0 | 0 | 0 | 0 | 87 | 57 | 32 | 0 | 0 | 0 | 0 | 176 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 112 | 98 | 77 | 0 | 0 | 0 | 0 | 287 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |
| READING/ WRITING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | 0 | 0 |
| 6 | 55 | 17 | 0 | 0 | 72 |
| 7 | 46 | 10 | 0 | 1 | 57 |
| 8 | 48 | 10 | 0 | 1 | 59 |
| NYSAA Bilingual (SWD) | | | | | 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 | 59 | 2 | 30 | 2 | 8 | 1 | 2 | | 104 |
| 7 | 44 | 4 | 27 | 5 | 2 | | 1 | 1 | 84 |
| 8 | 42 | 5 | 12 | 1 | 5 | | 2 | 1 | 68 |
| NYSAA Bilingual (SWD) | | | | | | | | | 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 (SWD) | | | | | | | | | 0 |

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

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In order to assess the literacy skills of our students, our school utilizes Level Set on Achieve 3000. The Level Set measures both text difficulty and reader ability on the same scale and delivers non-fiction content to the students on their Lexile level. Through the Level Set and automatic adjustment based on weekly reading activities, we are able to track student growth in Lexile level over the school year. Currently, the average Lexile level of our 6th grade ELLs is 403, the average level of our 7th grade ELLs is 533 and the average level of our 8th grade ELLs is 579. From this data we can determine that the average ELL falls far below college and career readiness according to the MetaMetrics Lexile grade level bands. This means that we must continue our work around complex texts and sophisticated language in order to increase the reading levels of our ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our ELLs, 61%, are advanced proficiency. The remaining 39% is comprised of beginning and intermediate students. The number of ELLs decreases with each grade level, with 39% of ELLs currently in 6th grade. The RLAT report is currently unavailable, therefore we are unable to analyze modality data at this time.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

RLAT report not available as of 11/14/13. Historically, our ELLs reach proficiency in listening and speaking before reaching proficiency or making progress in reading and writing. Based on their historical performance, we are continuing our work on deconstructing and reconstructing complex grade-level texts, using those texts as models of written academic language, and building academic tier 2 vocabulary. We are building on the strength of the ELLs speaking skills in order to transfer spoken academic language to written academic language.

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

Nearly two-thirds of our ELLs are advanced proficiency and the number of ELLs decreases with each grade level. ELLs need continued work in reading and writing, and tend to fare better in listening and speaking. ELL periodic assessment results from the November administration will be closely analyzed by the ESL department in conjunction with the assistant principal to look for patterns and trends in the data and inform instructional decisions in ELA/ESL. Previous ELL periodic assessments indicate the need for continued work in the modalities of reading and writing. Additionally, the CCLS shift on the NYSESLAT is expected to impact student outcomes and therefore guide our instructional decisions.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
Professional development centered on best practices for ELLs, especially in consideration of the CCLS, has been expanded to include lead teachers of all major subject areas so that instructors across the school are attending to the needs and development of our ELLs. Lead teachers in every subject area are being trained by Maryann Cucchiara in strategies that will give our ELLs an entry point to grade-level curriculum while taking into account their linguistic needs. This work has been a part of our ELA/ESL department for several years, and the "3T's" template (Text, Talk, Task) for lesson planning around complex texts has become an integral part of each unit of study. Social studies teachers are utilizing the 3 T's template to incorporate ELL strategies into their work around primary and secondary sources. Science teachers are learning to include complex texts and argumentative and expository writing in their classroom instruction. Mathematics teachers are utilizing linguistic patterns and mathematical vocabulary to help "demystify" word problems for ELLs as well as other students.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of our ELL programming is measured through Achieve3000 progress data, the use of teacher-created assessments, student work outcomes, and the ELL interim assessment. Pre- and post-assessment The NYSESLAT is used as a summative evaluation. ESL and ELA teachers look for patterns and trends across assessment data to provide targeted instruction for our ELLs.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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 HLIS team members. There is one ESL teacher and an ESL-certified assistant principal on this team.
 - Meet with assistant principal and/or ESL teacher for an informal oral interview
 - Engage in the NYC Parent Choice Survey
 - Administer the LAB-R (if necessary)
 - Place in appropriate grade/proficiency level ESL class
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.

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. If parents are unable to attend or unresponsive, the Assistant Principal in charge of ESL calls to have a conversation with the parents about their choice. Afterwards, a letter with the link to the orientation video and a copy of the program selection form is sent home with the student.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parent notification letters are prepared by the ESL lead teacher and/or Assistant Principal in charge, who are 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. Guidance counselors assist in the distribution of placement and entitlement letters and gather signatures to verify receipt. All forms are provided in as many languages as available. 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. 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.

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. Placement letters are provided in the home language whenever possible.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

Strict attendance policies are in place for all State assessments, including the NYSESLAT. We keep careful track of who misses a subtest due to an absence and create schedules to administer the exam to absent students within the allotted time frame. The Speaking portion of the NYSESLAT is strictly monitored to ensure that they are assessed by another ESL teacher and not their primary ESL instructional provider. We schedule NYSESLAT administration earlier in the testing window in order to allow for enough time to test all students.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Over the past few years, the trend in program choices has been freestanding ESL. Newcomers are generally a combination of Hispanic and Asian descent, and the majority of parents prefer their children to study in English only. As of November 2013, 92% of our newcomer parents chose freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 several ESL settings. Three classes are self-contained classes for newcomers, beginning and low-intermediate students, one on each grade level. In addition, we have six general education

classes with advanced level ELLs. Our special education department has six self-contained classes, two SETTS classes, and five Collaborative Team Teaching classes with English Language Learners. We have one Bilingual Spanish self-contained special education class with a total of 5 students. The bilingual class is a bridge class consisting of sixth, seventh and eighth grade students who are provided instruction by 3 certified bilingual special education teachers and have the additional support of an ESL co-teacher in the ELA classroom.

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 and co-teach during students' English Language Arts periods. The general education teacher and/or special education teacher and the 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 and implements scaffolds, differentiation and support throughout the literacy block. ESL teachers attend professional development and participate in inquiry with the ELA 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 Spanish dominant to English-dominant throughout the year in accordance with the students' linguistic ability. This process is determined by student assessment such as running records, conferencing, formal and informal assessment.

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)?

I.S. 5 is in alignment with CR Part 154. We utilize the co-teaching model to deliver ESL instruction during ELA blocks. All beginning and intermediate ELLs receive 360 minutes of ELA/ESL co-teaching instruction in two period blocks, four times a week. Advanced students receive 180 minutes of ESL instruction in two period blocks twice a week or a combination of two period blocks and single periods amounting to a total of four 45-minute blocks.

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

To ensure the achievement of high academic standards, I.S. 5 has aligned instruction for all students with the Common Core Learning Standards in Literacy, Mathematics, Science and Social Studies. ESL, ELA, and Math instruction are programmed in a combination of three ninety-minute blocks and two single periods using the workshop model. ESL techniques, methodologies, and best practices are interlaced with instruction to engage students and ensure comprehension. Examples are: complex texts with supports, hands on activities, visuals, demonstrations, scaffolded activities, higher order thinking questions, sentence or essay frames/prompts and frequent opportunities for accountable talk. Our ELA, ESL, and Social Studies teachers have been trained in the use of Lily Wong Fillmore and Maryann Cucchiara's ESL strategies in order to provide ELLs at all proficiency levels access to complex texts, academic vocabulary and academic writing frames. This school year, that work will include the science and mathematics departments as well. ELLs are held to the same high expectations as their peers and are provided scaffolds and supports in order to reach them. Our ELLs also participate in Achieve 3000, a web based individualized reading program.

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

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 whose native language is not offered in a translation version, they are provided a translator for the exam and the word to word translation glossary. Achieve 3000 provides menu options in Spanish for Spanish-speaking students. The school library, as well as a number of classroom libraries, provide independent reading books in the students' native languages whenever possible.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four modalities of English acquisition. Achieve 3000 evaluates students' reading level and reading comprehension on an on-going basis. Reading is also assessed via classroom pre- and post- assessments and individual conferences during the lesson. Writing is assessed on pre- and post- assessments, culminating writing pieces, lab reports, short responses and essays across subject areas. Writing is assessed informally via classroom work. Speaking and listening skills are evaluated informally during whole class and small group discussions, individual conferences, and oral presentations.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. SIFE (Students with Interrupted Formal Education)

We currently have 9 SIFE students. Sixty percent of our SIFE students are newcomers. They are programmed for a combination of block periods and single 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, ELA afterschool academy and the Afterschool or Saturday ELL Academy.

B. Newcomers – Three years or less in U.S.

Thirty-seven percent of our English Language Learners have been in the United States three years or less. We presently have 108 Newcomers at I.S. 5 who receive 360 minutes of ESL instruction per week. We have programmed a self-contained ESL class on each grade level in which we place our newcomer ELLs. These students are immersed in the English Language with a focus on building academic vocabulary and the use of a variety of strategies to make grade-level curriculum accessible. Our newcomers are invited to attend extended day, and the Afterschool or Saturday ELL Academy. These programs provide our ELLs with an opportunity to receive additional support in both ESL and Mathematics.

C. ELLs receiving service 4-6 years

Thirty-eight percent of ELLs receiving service 4-6 years receive the mandated number of minutes of ESL instruction in accordance with their proficiency level as determined by the NYSESLAT. Students often test at a higher proficiency level in the Listening/Speaking subtest of the NYSESLAT than the Reading/Writing subtest. In the co-teaching environment, ELLs are held to the same standards as their English-dominant peers and are exposed to high-level complex texts and vocabulary and rigorous writing tasks. These students continue to practice their listening and speaking skills in the classroom environment and are provided scaffolds and individualized instruction in order to meet the demands of the reading and writing curriculum. These students also receive additional support in extended day small-groups and are offered afterschool programs in ELA and ESL.

D. Long Term ELLs – Six or more years in ESL

Twenty-five percent of our ELLs are long-term ELLs. Of the long-term ELLs, 63% are students with disabilities. Our long-term ELLs participate 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 & NYSELA) is analyzed by their certified ESL teachers in order to provide effective small group instruction. Many of our long-term ELLs attend the Afterschool or Saturday Academy for ELLs where they receive additional services in ELA, ESL and Mathematics.

E. Former ELLs

Many of our former ELLs are placed in the same class as advanced ELLs so that they are receiving the additional support of the ESL instructor in the co-teaching ELA classroom even after they have exited ESL services. They are provided with additional time on school-based assessments as well as the required time and a half on State exams. Former ELLs are supported in small group instruction, extended day program, and ELA afterschool.

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

Thirty-four percent of our ELLs are students with disabilities. Self-contained SWD students receive 10 literacy periods per week, eight of which are with an ESL co-teacher. Inclusion SWD students receive 8 periods of ELA a week as well as co-teaching ESL instruction according to their proficiency levels. Achieve 3000 (web-based individualized Reading program) is implemented in all Special Education classrooms as an instructional tool. The program automatically adjusts the Lexile level of articles to meet the individual students' needs. Special education students in the ICT and self-contained environment are taught the same CCLS-based curriculum as their general education peers. In order to provide an entry point to high-level texts, students are taught strategies for deconstructing complex texts, do a significant amount of work around building academic vocabulary, and are

provided with sentence starters, essay frames and prompts to support their speaking and writing. Small group instruction is provided during the school day and extended day by licensed Special Education and/or ESL teachers. The Afterschool or Saturday ELL Academy, ELA Afterschool Enrichment and Math Afterschool Enrichment are also a source of support for our special needs ELLs.

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

ELL-SWDs instruction is driven by each child's IEP. This ensures that each student is placed 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 the co-teaching push-in model. ELL-SWDs are provided differentiated programming to allow for mainstreaming the students according to their abilities.

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: | Spanish | | |
| Math: | Spanish | | |
| Science: | Spanish | | |
| English Language Arts | Spanish | | |
| | | | |
| | | | |
| | | | |

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

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

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

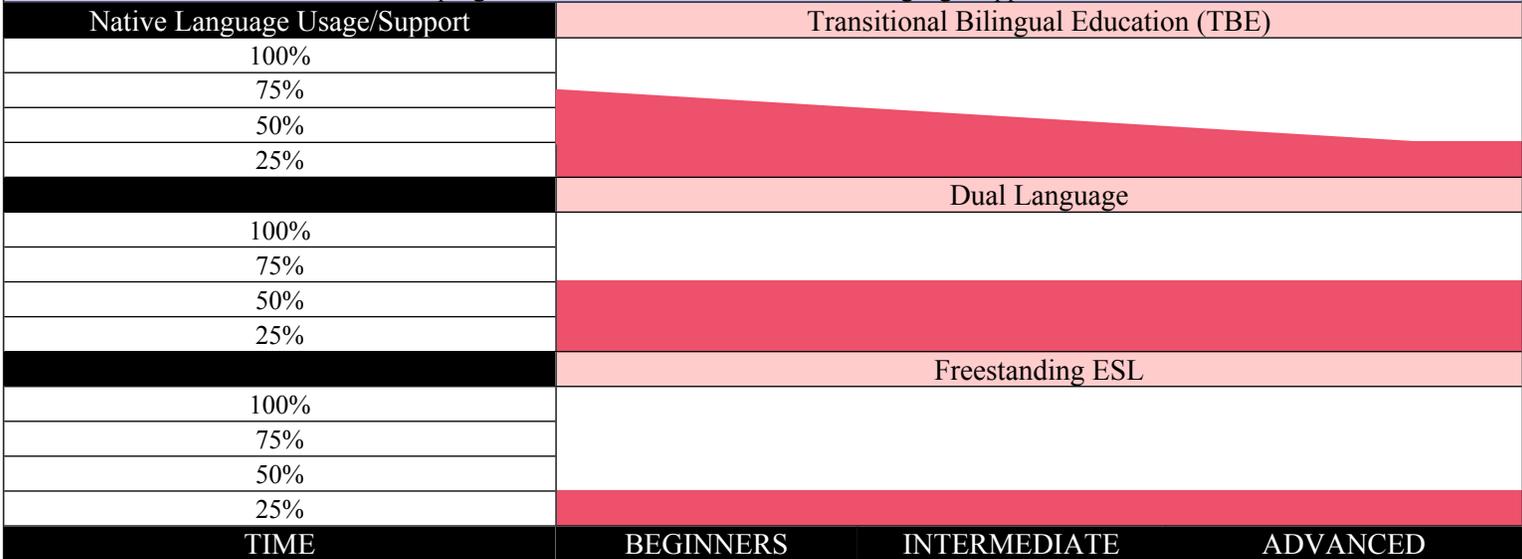
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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 instructional strategies to provide entry points to complex topics, texts, and tasks ensuring that our ELLs learn the same overall content and concepts. Assessments, Pre- and post- writing assessments especially, are given to students on grade-level.

The ELA/ESL classroom, as well as the other core content areas, exposes ELLs to the complex writing reflected in texts across classrooms. Teachers 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/argumentative piece of text. Students are taught to use a variety of strategies to deconstruct complex texts and gain access to sophisticated language.

Our AIS program this year has been focused primarily on our self-contained SWD and SWD-ELL students. This 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, as well as Achieve 3000 data and data from pre- and post- unit assessments, which yield the key areas of need across the grade. AIS teachers are encouraged to also use the opportunity with a smaller group to work on building Tier II academic vocabulary (Beck & McKeown), words that have high transfer across subject areas. AIS Math students also have an opportunity to grapple with mathematical word problems and the Tier III language embedded within them. There is an expectation of cycles of assessment for those students who are identified for AIS and documentations of the interventions and strategies used to achieve student success.

Newcomer and beginning/intermediate level ELLs are targeted in self-contained classes as well as the ESL Academy. Long-term ELLs and advanced ELLs receive targeted support in the ELA and Math afterschool enrichment programs as well as ELA and Math Test Prep programs. Last year, ELLs received additional Science support to complete exit projects in an afterschool program in which ESL teachers were paired with Science teachers in a small group setting.

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

Instruction for ELLs has moved away from simplified texts and tasks. Instead, teachers of ELLs and struggling students have been equipped with a variety of instructional strategies to make grade level content across subject areas accessible to ELLs while continuing to build academic language proficiency. Additionally, students experience rich and robust academic talk sessions across the ELA, Social Studies and Science classes, rounded in Tier II and Tier III language. In this way, we are preparing our ELLs for the increased academic rigor that accompanies the CCLS without sacrificing the academic foundation needed for high school, college and career success.

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

The Network professional development around building sophisticated language and deconstructing complex texts will be expanded to include the mathematics and science departments. A schoolwide goal of the comprehensive integration of the Three T Template across the content areas is development within our inquiry periods.

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

No significant changes will be made.

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

ELLs within our school are given the same instructional program as their general education peers. They are also provided multiple opportunities outside of the school day to foster their academic, social and emotional progress. The ELA and Math Enrichment programs provide academic support and enrichment to former and current ELLs afterschool four days a week in a small group setting. The Afterschool/Saturday ELL program provides four hours of additional instruction to build the reading, writing, listening and speaking skills of ELLs. In addition, ELLs are encouraged to participate in clubs and afterschool sports activities to socialize with their peers.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
ELL students are involved in the school-wide use of Achieve3000's TeenBiz and e-Science programs. TeenBiz exposes students to weekly non-fiction reading on their reading level, as set by an initial test administration early in the school year. All students are given a 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 Lexile level. Teachers modify lessons using ESL strategies to make the CCLS-based curriculum more accessible for ELLs. Visuals, video and audio clips and the interactive SmartBoard are utilized across content areas to support ELLs and general education students. 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
ELLs in the transitional bilingual program have access to literature in both languages. All ELLs may use glossaries and translation to support their learning in both ELA/ESL and the content areas. Students have access to literature in their languages in the school library.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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. Complex texts are scaffolded across content areas to make the material accessible to ELLs at differing proficiency levels. ELLs, especially ELL-SWDs, are provided leveled texts that correspond to their ages rather than overly simplistic elementary texts.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled ELLs, especially those entering in the middle of the school year, are assigned a buddy to travel the hallways with them and help them to adjust to a new school environment. Whenever possible, the buddy shares the same first language. Our beginner and intermediate ELLs are primarily placed into the Media and Arts Academy, with a consistent guidance counselor and dean to address their integration into the school community. All ELLs are encouraged to partake on before and afterschool activities to socialize with their peers outside of the classroom.
18. What language electives are offered to ELLs?
There are no language electives available for our ELL students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

I.S. 5 staff members have been receiving professional development in ELL strategies from Maryann Cucchiara in conjunction with our network for the past two years. The intensive professional development in deconstructing and reconstructing complex texts, understanding and building sophisticated language, and connecting text, talk and tasks began with the ELA/ESL department and expanded into the Social Studies department last year. This school year, we are expanding this work into all major subject areas. Lead teachers from ELA, ESL, Social Studies, Science and Math were trained this November in the use of compelling complex texts with ELLs. These lead teachers will then turnkey the training in their common planning meetings. The network will be providing two additional on-site professional development sessions with Ms. Cucchiara, and three off-site opportunities. Through the implementation of the strategies Ms. Cucchiara has modeled for our staff, students of all levels, including beginning ELLs, have begun to learn how to “demystify” the complex texts they must learn to read in order to meet the rigors of the Common Core Learning Standards.

In addition, TeenBiz 3000 training will be provided to our ELA/ESL staff three times this school year with developer Troy Akiyama. In October, the department received small group training on new features of the program. Troy will return in January or February to provide individualized training and support to teachers. Later in the year, he will guide teachers in the analysis, disaggregation, and instructional use of data provided within the TeenBiz program. Mr. Akiyama also provided hands-on training for the parents during Back to School Night. Parents were able to head about the individualized reading and writing support that the program provides as well as a step-by-step training in At Home Setup so that they too have access to their child’s data as well as nonfiction reading material in English and in Spanish.

I.S. 5 has developed a partnership with the teacher education department of CUNY Queens College. Jennifer Stengel-Mohr will be working with ELA and ESL teachers this school year around the development of language objectives and will facilitate a discussion of best practices in ELL programming and instruction.

To support incoming 6th graders, I.S. 5 offers several open house opportunities in the spring. For 8th grade students who are preparing for their transition to high school, the parent coordinator works in conjunction with the guidance department and parents to clarify the application process and assist students in finding schools that are appropriate for their needs and interests. ELLs, especially newcomers, are worked with closely to identify programs within high schools that will meet their linguistic needs.

D. Parental Involvement

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

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 parent association (PA), our parent coordinator arranges for community based organizations to present topics of interest to parents such as immigration law, water safety, and financial planning. Furthermore, our PA provides ESL classes for our parents on a weekly basis taught by a certified ESL instructor.

3. The needs of our parents is evaluated through a school-created survey administered during parent-teacher conferences, the Learning Environment Survey, as well as parent orientation meetings and school events.

4. I.S. 5 utilizes the school website as an 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 the parents coordinator can assist I.S. 5 families. The website contains a wealth of information on the school library, access to eBooks, the calendar, and discipline code. The school website content can be translated into over two dozen languages with the click of a button.

I.S. 5 also utilizes an online tool called Skedula to house student assignments, grades and provide a platform for all parents to communicate with their child's teachers via email.

The parent coordinator is a critical intermediary with our ELL parents. She assists with communication in Spanish and provides support and answers to many parent questions while they are adjusting to the new school environment.

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 in dominant languages for parents and specific information is shared, such as the Achieve 3000 and Skedula/Pupil Path, 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.

School correspondence is translated into Spanish and Chinese. Our school has staff members who are fluent in a variety of languages, including Chinese, Spanish, Punjabi, Russian and Polish. Whenever possible, we utilize these staff members to provide face to face translation to communicate with parents. In the case of other languages, we utilize the New York City Translation Unit.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q005 School Name: Walter H. Crowley I.S. 5

Cluster: 6 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 newly 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 727 homes where Spanish is spoken and read, 264 homes where Chinese is spoken and read, 147 homes where Bengali is spoken and read, 11 homes where Korean is spoken and read, 14 homes where Urdu is spoken and read, 15 homes where Thai is spoken and read and 14 homes where Tibetan is spoken and read. There are 286 homes where English is the home language. The remainder of the students cover a variety of dialects. This data has been presented to the School Leadership Team and memorialized in a school circular for all staff.

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 the communication 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. Additionally, two of our instructional programs, Achieve3000 and Escience contain a component "At Home SetUp" that communicates student progress in Spanish and Haitian Creole. Parents/families who require further translation may come to the building for 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 school aides who are fluent in: Spanish, Chinese, Urdu, Bengali, Italian, Polish and Haitian Creole. When a parent who speaks one of these languages visits or calls our 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.
Any written communication is sent to the DOE Translation Unit a minimum of one week prior to the proposed distribution date.
Any urgent written communication that must be sent out to the IS 5 community of parents and students is translated in-house by our teachers or parent coordinator.
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 | | |