

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

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

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

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

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

Part A: School Information	
Name of School: Walter Crowley	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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 160
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

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 10

of certified ESL/Bilingual teachers: 2

of content area teachers: 8

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 Saturday Academy for ELLs. Our program targets Newcomers as well as ELLs with a level 1 or 2 on their standardized exams.

- An assistant principal supervises the Saturday Program. He/She hires all staff members, organizes program, selects instructional material, co-facilitates parent workshops, as well as supervises teachers and students.
- Certified ESL, Bilingual, and content-area teachers provide instruction in ESL, Literacy through Science and Social Studies, and activities to promote speaking and listening proficiency.
- Assistant Principal, with the direct support of participating teachers, maintains accurate attendance records, contacting parents of absentee students.
- Classes meet Saturdays beginning January 2015 to May 2015, from 9:00am – 12:00pm, running for a total of thirteen sessions (1/10, 1/24, 1/31, 2/7, 2/14, 2/28, 3/7, 3/14, 3/21, 3/28, 4/18, 4/25, 5/2).
- Group sizes are maintained at a maximum of twenty students per teacher.
- Students will receive sixty minutes of reading instruction through the content areas utilizing complex texts with a focus on building academic vocabulary, sixty minutes on writing process as well as sixty minutes of listening and speaking through drama. Instruction is provided by certified teachers using ELL strategies for working with complex texts (Maryann Cucchiara/Lily Wong Fillmore). This work is research-based and focuses on strategies for deconstructing and reconstructing complex texts, building academic vocabulary, creating and answering text-dependent questions, and developing academic writing tasks. The practice centers on giving ELLs an entry point to compelling, appropriately complex texts while building their proficiency in the four modalities of speaking, listening, reading and writing. In addition, texts and workbooks will be purchased to help supplement the changing scope of the NYSESLAT exam for use during Saturday Academy. ESL teachers will rotate among groups spending a minimum of one hour with each grade level group. The curriculum team will develop four units of study linking these strategies to skills needed for the NYSESLAT assessment. Additionally, the engaging medium of drama and reader's theater will be utilized to build a familiarity and comfort level with speaking and listening in English.
- School-wide reading programs utilized during the school day (Achieve 3000 and myON Reader)

Part B: Direct Instruction Supplemental Program Information

will be implemented. These programs provide web-based individualized instruction solutions for reading that reach every student at his or her Lexile level. Both programs are research-based and proven to accelerate reading comprehension and performance on high-stakes tests.

- Supplemental instructional materials such as Getting Ready for the NYSESLAT and New York Content Reading will be provided, as well as authentic texts and audio/visual supplemental materials to support each unit. Classrooms will receive ESL/ELL leveled libraries to augment instruction.
- General instructional supplies including translation dictionaries, headsets, book bins, chart paper, markers, notebooks, and pencils will be purchased to support the Saturday Academy for ELLs.

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:

Both ESL and content-area teachers at I.S. 5 receive network-provided training from Maryann Cucchiara around strategies for deconstructing complex texts and building academic language for ELLs and all students. These strategies are designed to provide access to compelling grade-level content while building the cognitive academic language proficiency of ELLs. The trainings will take place through collaboration with CFN 609 three times during the school year - 10/3, 1/7 and March TBD. The training provides guidance in planning, strategies and teaching tools which address academic language acquisition and participation for students.

This school year, teachers of English Language Learners, in conjunction with all teachers, will receive continued school-based professional development on the instructional focus: Talking like Scholars, Writing Like Experts, Thinking Like Innovators, and Living Like Leaders. They will be learning strategies for student-led academic conversations and how to speak a common language across content areas about academic writing. Additionally, ESL teachers will receive professional development related to the effective use of ELL data as a means of targeting the individual needs of each of their ELL students and tracking progress in ESL/ELA standards over time. School based professional learning will take place on Monday afternoons during the time designated by UFT contract (80 minutes).

In addition to school based professional learning opportunities, all ESL and content area teachers of ESL students will attend workshops offered by the Department of English Language Learners and Student Support. All participants will be expected to turnkey the information provided in common planning meetings (once a week).

With the use of the Smart Board, teachers will be able to integrate content area instruction using Cucchiara strategies as well as engage the students with audio and visuals. Teachers will participate in two Achieve3000 professional development sessions over the course of the 2014-2015 school year that

Part C: Professional Development

will highlight the use of the program to support differentiation for student ability and readiness with non-fiction text. Headphones will allow students from beginner to 3rd grade reading level to hear the Achieve3000 articles and/or myON Reader books as they read along. _____

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: I.S. 5 believes that parental involvement is essential to the success of all students, particularly ELLs. Parents complete the Parent Survey and Selection form for their child. Our PA also provides ESL classes for our parents on Tuesday and Thursday mornings.

In the best interest of our parents and the varied needs of their children, I.S.5 utilizes School Messenger as an effective intermediary between home and school. Parents receive a multilingual phone message regarding important school events, activities and notifications. The I.S. 5 website contains a "Parents Corner" that has information on how parents can participate in the school Parent Association and the details of how our parent coordinator can help with the successful transition into middle school, especially for our ELL parents.

Monthly meetings held over the course of the year such as school Family Nights, Achieve3000 trainings, PupilPath (Skedula) workshops, and informational meetings facilitated by I.S. 5 staff serve as opportunities for our parents of ELLs to share, discuss and ask questions regarding their child's progress and witness their successes. Meetings with parents of ELLs are scheduled as needed to address specific student needs and concerns.

Our parent coordinator is a critical intermediary with our ELL parents. She arranges for Adult Education classes to be held on site. She also publishes a monthly parent news letter that is sent home with the students. This letter informs parents of upcoming events in the school and recognizes past events.

School correspondence is translated into as many native languages as possible through the use of the New York City Translation Unit. Our school also has teachers, paraprofessionals, and school aides that are fluent in: Spanish, Chinese, Urdu, Bengali, Korean, Punjabi, and Thai. When a parent who speaks one of these languages comes in or calls the school regarding student concerns or school programs, 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.

The parent coordinator is also present at parent meetings, orientations, and workshops. In addition, flyers are translated into as many community languages as possible in order to encourage parent participation at school events, such as Parent Teacher Conferences, our Annual ELA, Math, Social Studies and Science Family Nights, and our Fine and Performing Arts Festivals. During these events, translators are provided for parents and specific information is shared. All parents, including parents of our ELLs, receive access to individual student data and homework assignments through PupilPath (Skedula).

Part D: Parental Engagement Activities

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	_____	_____

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

24Q005

School Name:

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

Principal:

KELLY NEPOGODA

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 24Q005
School Type: _____ Grades Served: 06,07,08
School Address: 50-40 Jacobus Street Elmhurst, NY 11373
Phone Number: 718-205-6788 Fax: 718-429-6518
School Contact Person: Kelly Nepogoda Email Address: kdobson@schools.nyc.gov
Principal: Kelly Nepogoda
UFT Chapter Leader: Patricia Crowley
Parents' Association President: Carlos Guaman
SLT Chairperson: Daniel Furman
Student Representative(s): N/A

District Information

District: 24 Superintendent: Madelene Taub-Chan
Superintendent's Office Address: 98-50 50 Avenue Corona, NY 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: CFN 609 Network Leader: Michael Dantona

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kelly Nepogoda	*Principal or Designee	
Patricia Crowley	*UFT Chapter Leader or Designee	
Carlos Guaman	*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	
Daniel Furman	Member/SLT Chair -Teacher	
Angela Corona	Member/ Teacher	
Christine Sneed	Member/ Teacher	
Maria Berrios	Member/ Assistant Principal	
William Ko	Member/ Assistant Principal	
William Morgan	Member/ Assistant Principal	
Sun Jung Lee	Member/Parent	
Maritza Morales	Member/ Parent	
Debora Martinez	Member/ Parent	
Sandra Landeros	Member/ Parent	
Kharma Lhendup	Member/ Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Walter H. Crowley School of Leadership at I.S 5 currently has 1785 students on register. Our diverse student population is composed of 14% students with disabilities and 17.4% English Language Learners. The predominant home languages are Spanish and Chinese, 44.5% and 14% respectively. The remainder of our student population reflects the very diverse Elmhurst community. In order to meet the needs of our diverse learners, key areas of focus center on improving the achievement of our ELLs and SWDs.

The mission of I.S. 5 is to *"Talk like Scholars, Write like Experts, Think like Innovators, Live like Leaders."* This mission is serving not only as a goal for our students, but also a guide for improving teacher practice and planning professional development. In order to prepare our students to meet the rigorous expectations of the Common Core Learning Standards for Speaking and Listening, our teachers have been working in grade level teams to develop clear criteria for academic discussion across classrooms. In turn, students are expected to apply this academic language to Common Core aligned writing tasks which are implemented across content areas. To support the building of academic language and equip teachers and students with the resources for grappling for complex texts and tasks, we are continuing a partnership with Maryann Cucchiara through CFN 609. I.S 5 has had an opportunity to be a part of the Chancellor's Learning Partners Program for a second year. One of the initiatives birthed from our partnership has been the implementation of Integrated Project Week which affords our students an opportunity to partake in inquiry based learning through integrated projects. In order to develop leadership in our staff, we were given the opportunity to have two Model Teachers this school year. Working closely with other teacher leaders, these teachers are a resource to other teachers by demonstrating effective teaching strategies, mentoring new teachers, and leading the work of intervisitations. To invest in our student leaders, we have partnered with the New York City Commission on Human Rights to train 20 students to become peer mediators. Additionally, our student government comprised of a representative from each class in the building meets on a weekly basis to give voice to student concerns and provide a forum for student-led initiatives.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school received a Quality Review in 2013-14, and received a “Developing” for QR indicator 1.2. The report stated the following: “research and strengthen instructional practices across classrooms to ensure that diverse students are consistently provided with multiple entry points and challenging tasks enabling them to demonstrate higher order thinking skills.

On the same Quality Review, our school received a “proficient” for QR indicator 1.1. The report stated the following: The school is dedicated to aligning the Common Core learning Standards (CCLS) to curricula and the instructional shifts, so that units of study provide rigorous tasks that are rich and motivating for all learners.”

Based on the 2013-2014 School Quality Guide, 40.9% of ELLs demonstrated 75% growth or higher in English, and 51.1% demonstrated 75% growth or higher in mathematics.

Informed by Capacity Framework Element—Rigorous Instruction, current data and our most recent QR, there is a need to refine the use of strategies that provide scaffolds and multiple entry points especially for ELLs. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers instructing ELLs will implement specific instructional strategies focused on the acquisition and application of Tier II and Tier III academic language that will result in a 5% increase of ELLs scoring at proficiency on both the 2015 NYSESLAT and the 2015 NYS Mathematics Exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

Provide targeted professional development on the building of academic language in each of the core subject areas (A continued lab site for Network 609 Maryann Cucchiara's 3L's for ESL students).	ESL/ELA teachers and content area teachers of ELLs	October 2014-June 2015	Assistant Principal for ELA/ESL, teachers of ELLs, CFN 609 Network Personnel, Maryann Cucchiara (Professional Developer)
Provide additional services for ELL students in ELL Saturday Academy Program.	New comer, beginner and intermediate ELLs	January 2015-June 2015	Assistant Principals, ESL teachers and other qualified teaching personnel
Provide individualized math support for students in Math after school (Khan Academy) program.	ELLs and students who scored a Level 1 and 2 on the 2014 Math State Exam	November 2014-June 2015	Assistant Principal for Math and Math teachers
Support parents of ELLs by providing the following opportunities: <ul style="list-style-type: none"> ▪ Orientation meetings ▪ Support meetings for the High School application process ▪ Testing information nights ▪ Parent workshops in conjunction with Western Queens Counseling ▪ School based translation of documents and large group meetings ▪ Content Family Nights ▪ School Leadership Team Meetings ▪ PA Meetings 	Parents of ELL students	September 2014-June 2015	Assistant Principals, Guidance Counselors, Parent Coordinator, CBO (Western Queens), and other qualified school personnel

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> ▪ Three full day Professional Development sessions on The Language for Literacy for our ELLs provided by Maryann Cucchiara to support the application of ESL instructional strategies in all classrooms. Sessions will be provided for all ELA, ESL and content area teachers of ELLs. ▪ The school has purchased MyON which is a program designed to improve student reading levels by providing leveled reading opportunities and individualized assessment. ▪ Saturday Academy will provide additional support in the key areas for proficiency on the NYSESLAT exam. ▪ Khan Academy will provide additional support in the key areas for mastery on the NYS Math exam. ▪ ELA/ESL, Math and other content teachers will be involved in before school and after school curriculum teams. ▪ Scheduled meetings to plan for parent support opportunities with the CBO, parent coordinator and other qualified school personnel.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- By February 2015, all teachers will have 2 examples of student work products that show evidence of the building of Tier II and Tier III academic vocabulary.

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the 2013-14 Learning Environment Survey (LES), 31% of the students across all three grades strongly agree with the statement: “I am safe in the hallways, bathrooms, locker rooms, and cafeteria.”

Although our 2013-2014 Quality Review reflected a score of Proficient in Component 1.4 (specifically “The school’s culture and partnerships embrace students in a respectful learning environment where the “whole child” is valued and social emotional development is a high priority”), our Learning Environment Survey reflected student concern about bullying and peer to peer respect. For example, when asked if students treat each other with respect , only 15% of the student body strongly agreed. When asked if students harass or bully each other, only 27% of the student body responded “Never.”

Our 2013-2014 OORS Incident Level and Infraction Summary reflects a total of 119 incidents, with 89% of these incidents falling into the Level III and Level IV range.

Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, school suspensions will decrease by 10%, with a specific emphasis on Level III and Level IV infractions, through the effective implementation of a clear ladder of referral, Auditorium Advisory Program, Class Presidents and Peer Mediation Program.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Provide training for all guidance counselors and deans on CASEL (Collaborative for Social and Emotional Learning) to implement during Auditorium and Advisory periods.	Deans, Guidance Counselors, students	August 2014-June 2015	Deans and Guidance Counselors
Collaborate to develop/refine a ladder of referral for discipline incidents and implement school-wide. <i>Based on the NYC DOE</i>	Deans, Guidance	September 2014-June	Academy Assistant Principals, Deans,

<p>decision to move the Discipline Code to encompass further scaffolds to decrease the volume of suspensions and ensure a progressive ladder of discipline that has long lasting impact on student socio-emotional development, monthly safety committee meetings will embrace one agenda item pertaining to the continued development/revision of a ladder of referral that includes diverse opportunities to address behavioral concerns.</p>	Counselors, Teachers	2015	Guidance, Teachers
<p>Elect class presidents from each class to participate in weekly Student Government meetings giving voice to student concerns and student-led initiatives.</p> <p>Provide application process and training for Peer Mediators to mediate lower-level student-student conflicts. Implement Peer Mediation Program schoolwide to address infractions pertaining to horseplay, bullying, cyberbullying and bias/intimidation – as decided are appropriate by Academy Teams and additional guidance/CIT personnel.</p> <p>Train volunteer staff in Beautiful Me curriculum to focus on the self-esteem and confidence of young ladies who have sought support through their Academy Teams, as well as reflected a need for a core group of young ladies to cheer and champion them to socio-emotional and academic success.</p>	Students , Class Presidents, Peer Mediators, All Volunteers to “Beautiful Me” Training, and Young Ladies Selected by Academy Teams	September 2014-June 2015	Academy Assistant Principals, Student Government Advisors, Peer Mediation Teacher Liaisons, CBO (New York City Commission on Human Rights), The Hance Foundation
<p>Collaborate with parents/guardians and CBO (Western Queens) in developing goals and behavior management action plans for students who are involved in repeat behavioral infractions.</p> <p>Employ an IEP/Crisis Intervention Teacher who will serve to support the socio-emotional scaffolds necessary to reduce repeated disciplinary infractions by Special Education students and serve as a core member of a Special Education Team with SpEd AP, and SpEd Guidance Counselor</p>	Deans, Guidance Counselors, Western Queens, Parents, Select Students	September 2014-June 2015	Academy Teams (Assistant Principal, Dean, Guidance Counselor), therapists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional development on socio-emotional learning for guidance counselors and deans
 Planning time for weekly advisory and auditorium meetings
 Protocols for developing a shared action plan for students struggling with behavior issues
 Time for shared development of a ladder of referral and collaborative discussions on student needs
 Weekly Student Government meetings
 Time during the school day for peer mediation
 Scheduled time for parent meetings to develop an action plan.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, Level III and Level IV infractions will demonstrate an 8% decrease from the same time last year. By February 2015, a new ladder of referral will be communicated to staff members and implemented school-wide.

Part 6b. Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

While there shows a decrease of total suspensions from September – February 2013-2014 (82) in comparison to September – February 2014-2015 (76), we continue to target Level 3 & 4 through the organization of conflict resolution peer mediation and programs that target socio-emotional development and support for middle school students (Specifically Beautiful Me, Targeted Promotion in Doubt Support for students who reflect both academic and behavioral struggles, and Bullying/Cyberbullying training for deans for turnkey to school community and students in auditorium in an effort to decrease incidents and increase awareness and pro-active measures by the student population.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-14 QR stated that: “Although there is a strong awareness of students’ needs, at this time teaching practices have not yet fully aligned with the work done to strengthen curriculum supporting the Danielson Framework and instructional shifts. While there is lesson alignment of the learning objective, classroom practices range from interactive, student centered and collaborative, to solely teacher directed with few opportunities for deeper understanding of content or enthusiastic student participation.

Based on the 2013-14 Common Core state exam, 37% of our students across three grades received a score of 3 or 4 in English and 48% in mathematics.

Informed by Capacity Framework Element—Collaborative Teachers, current data and our most recent QR, there is a need for teachers to collaborative research and refine the use of strategies to push students to develop higher-order critical thinking and problem solving skills across all subjects. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all staff will engage in cross curricular, data driven inquiry to norm the expectations for student academic discourse, argumentative/expository writing, looking at student work protocols and backward curriculum design as evidenced by coherency of student work products across subject areas and 15% growth from Effective to Highly Effective in Danielson Domain 4:Professional Responsibilities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			

Provide targeted professional development on “Talking like a Scholar” and “Writing like an Expert,” during Monday Professional Development time. Grade teams will collaborate on the creation of shared rubrics.	All teachers	October 2014-June 2015	Assistant Principals, Professional Development Committee and all teachers
Implement multiple protocols for sharing best practices, looking at professional resources, and analyzing student data and work products.	All teachers	October 2014-June 2015	Assistant Principals, Professional Development Committee and all teachers
Share student work products across content areas, identify trends and patterns and develop shared next steps.	All teachers	October 2014-June 2015	Assistant Principals, Professional Development Committee and all teachers
<i>Refine Talk Like Scholars teacher-created, grade-specific rubrics to ensure an accurate, clear and CCLS grounded progression of expectation grade to grade. Teachers will engage in the use of the rubric and capture student academic language samples once a week for the remainder of the school year. Once a month PLC teams will study the rubric’s impact and make refinements based on overarching classroom data.</i>	All Teachers	March 9 – June 2015	Assistant Principals, Professional Development Committee and all teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> ▪ Weekly professional development sessions targeting the school wide vision “Talking like a Scholar, Writing like an Expert, Thinking like an Innovator and Living like a Leader.” ▪ Scholarly articles connected to the weekly professional development focus. ▪ Protocols for looking at student work pieces and facilitating shared discussions. ▪ Monthly Professional Development Committee Meetings.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>20. Specify a timeframe for mid-point progress monitoring activities.</p> <p>By February 2015, each grade level team will have produced a shared rubric for academic discussion and show evidence of classroom implementation.</p> <p>By February 2015, 15% of teachers will demonstrate growth in Domain 4: Professional Responsibilities as evidence by</p>
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teacher observations.

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

While the IS 5 teaching staff achieved the second component of the February 2015 midpoint goal (an increase of Highly Effective Teachers in 4e: Growing and Developing Professionally from 100% of the observations in September falling into Effective to 19% Highly Effective in February 2015), only the first of the two-pronged mid-point goal was met.

Although all grades created shared rubrics for academic discussion based on CCLS Speaking and Listening Standards during Professional Learning Mondays, additional refinement of each grade's rubric to ensure a clear progression of expectations, common language for rubric components and low inference language /scenarios for best student end products is required. In addition, clarification of a plan of action for implementation and study of impact will be communicated from the cabinet – including a time bound deadline (once a week for study once a month in PLC Mondays) for in class trials and PLC study.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The 2013-14 QR stated that: “As observed in classrooms visited, questions are designed to engage students in thinking, but only a few students are consistently involved. Furthermore, although teams design unit questions aligned to the Depth of Knowledge (DOK) matrix, in order to push students’ thinking, most questions asked by classroom teachers follow a single path of inquiry rather than challenging students to justify their thinking. As a result, pedagogical strategies and student work products do not consistently produce high levels of student thinking demonstrating uneven practice, predictable learning experiences and lack of student autonomy through facilitation of instruction.”

Furthermore, the report also stated that School leaders have an expectation that, across grade levels, teachers use scaffolding strategies and group students flexibly to meet their individual learning needs. Scaffolding is evident in teacher designed curricula, but not consistently embedded in lessons to ensure that students with disabilities, English language learners and higher achieving students have an opportunity to access and advance their learning.”

Informed by Capacity Framework Element—Effective leadership, current data and our most recent QR, there is a need to create the platforms and systems necessary to foster student-centered learning practices such as Project-based learning. Such instructional practices offer all students access to rigorous skills and practices in a relevant context.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers and students will participate in a CCLS aligned, project based learning task and formal presentation that is grounded in Learning Partners leadership opportunity as evidenced by research based evaluations of the 2015 Integrated Project Week.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			

28. Activities that address the Capacity Framework element of Trust			
In the fall semester, teachers will participate on a voluntary basis in Monday Professional Development meetings around project-based learning and the creation and implementation of Integrated Project week. In the spring semester, all teachers will be involved in IPW Professional Development and implementation.	Teachers who volunteer across content areas/All teachers	October 2014-June 2015	Assistant Principals, Professional Development Committee, IPW Coordinator, Learning Partners Committee, Teachers
Learning Partner intervisitations with MS 88 to discuss IPW planning and implementation.	IPW/LPP participants	September 2014- June 2015	Assistant Principals, IPW Coordinator, Learning Partners Committee, Teachers
In cross content groups, teachers will provide a weekly deliverable working towards the completion of Integrated Project template.	Teachers who volunteer across content areas/All teachers	October 2014-June 2015	Assistant Principals, IPW Coordinator, Learning Partners Committee, Teachers
Students will participate in a week long CCLS aligned integrated project developed in conjunction with their teachers. Final projects will be presented during IPW Celebration to all stakeholders.	Students, teachers, parents, and community members	January 2015 and June 2015	Assistant Principals, IPW Coordinator, Learning Partners Committee, Teachers, Students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Weekly professional development sessions targeting integrated projects.
- Professional readings on project based/inquiry based learning.
- Guest speakers, related field trips and interschool visitations.
- Materials and other resources specific to team projects.
- Flexible scheduling for teachers and students during IPW week/celebration.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Learning Partners Funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 50% of the staff and students will participate in a CCLS aligned, projected based learning task and formal presentation that is grounded in Learning Partners leadership opportunity as evidenced by students' culminating projects and presentations.

Part 6b. Complete in February 2015.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the 2013-14 Learning Environment Survey, 23% of the parents stated that they’ve never been invited to an event at their child’s school, and 30% stated that that they’ve been invited 1-2 times.

Informed by Capacity Framework Element—Strong Family Community Ties, current data and our most recent QR, there is a need to provide learning and opportunities for parents, students, and the community to assume leadership roles in organizing school events and activities to improve communication and attendance.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all Parent Association Meetings will be student and teacher led, centered on student leadership and voice, and embedded with seminars from community organizations in the school community as evidenced by monthly student PA presentations and increased parent attendance of 15% from the previous school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Provide new opportunities for student leadership through peer mediation training and student government with a representative from each class.	Students	September 2014-June 2015	Assistant Principals, Peer Mediation Teacher Facilitators, Student Government Facilitators, New York City Commission on

			Human Rights
Collaborate with community based organizations, SLT, and the PA to develop seminar and workshop opportunities related to parent concerns.	Parents and school stakeholders	September 2014- June 2015	Assistant Principals, SLT Members, Parent Coordinator, Parent Association Board Members, CBOs.
Increase communication regarding parent association meetings and other parent workshops (letters backpacked home, school messenger, school website, parent coordinator newsletter).	Parents	September 2014- June 2015	Assistant Principals, Parent Coordinator
Utilize school created survey data to plan for workshops and meetings to address parent concerns.	Parents	September 2014 – June 2015	Assistant Principals, Parent Coordinator, Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Weekly after school student government meetings.
Mandated three month peer mediation training provided by New York City commission on Human Rights.
Scheduled time for peer mediators to work with the student body during the school day.
Monthly SLT and PA meetings – scheduled meetings with CBOs.
Updates via School Messenger and the school website.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 2 Parent Association Meetings will celebrate student leadership and voice.
By February 2015, parent attendance will demonstrate an increase of 5% a month.
By February 2015, at least two seminars from CBO will be offered.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • All students will receive Tier 1 interventions within the ELA/ESL classroom • Students with disabilities who are not meeting grade-level standards as per State assessments • English Language Learners (beginning and intermediate proficiency level) who are not meeting grade-level standards as per State assessments 	<ul style="list-style-type: none"> • Differentiated instruction in all ELA/ESL classes- Tier I Intervention • SWD and/or SWD/ELL students – Tier II Intervention provided by AIS teachers using myON Reader, Mindplay and teacher-created tasks based on the ELA standards, NYS ELA exams, and Lexile level data. Students are assessed to track progress across the school year. • Title III Saturday ELL Academy for targeted ELLs- 1 hr. of instruction in reading through the content areas, 1 hr. of instruction in writing, and 1 hr. of instruction in speaking and listening through the arts in preparation for the NYSESLAT and NYS ELA assessments. 	<ul style="list-style-type: none"> • Small group time within the ELA/ESL classroom with differentiated texts, tasks and/or content • Small groups (12 students or less) by grade level • Small group (~20 students) by grade level and/or English proficiency level 	<ul style="list-style-type: none"> • During the school day, embedded in classroom instruction • During the school day / 1-2 45-minute periods weekly • Saturday ELL Academy 13 3-hour sessions

		Students are administered reading and writing assessments across the program.		
Mathematics	<ul style="list-style-type: none"> All students will receive Tier 1 interventions within the mathematics classroom Students with disabilities who are not meeting grade-level standards as per State assessments English Language Learners who are not meeting grade-level standards as per State assessments 	<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 as well as routine use of Khan Academy to target individual student need areas Peer-to-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 	<p>During the school day</p> <ul style="list-style-type: none"> Additional 1-2 45 minute periods a week Two weekdays after school
Science	<ul style="list-style-type: none"> All students will receive Tier 1 interventions within the science classroom 	<ul style="list-style-type: none"> Differentiated instruction in all science classes- Tier I Intervention 	<ul style="list-style-type: none"> Small group time within the science classroom with differentiated texts, tasks, process and/or content 	<ul style="list-style-type: none"> During the school day, embedded in classroom instruction
Social Studies	<ul style="list-style-type: none"> All students will receive Tier 1 interventions within the Social Studies classroom 	<ul style="list-style-type: none"> Differentiated instruction in all Social Studies classes- Tier I Intervention 	<ul style="list-style-type: none"> Small group time within the social studies classroom with differentiated texts, tasks, process and/or content 	<ul style="list-style-type: none"> During the school day, embedded in classroom instruction
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		School counselors will provide guidance and counseling services during the school day. One period a week or more if needed, to all students at risk. The service is offered in English and Spanish. Students are	<p>One-on One meetings/mandates</p> <p>Small groups</p> <p>Group Guidance Sessions</p> <p>IEP/Triennial Meetings</p>	During the school day for one or more periods a week as needed.

assisted in learning how to deal with personal and academic issues, including school, friends, family, organizational skills, time management and preparation for high school.

The school psychologist will offer clinical services. They will observe at-risk students who are in possible need of an initial evaluation. In addition, the psychologist will observe and test all triennial students.

The social worker will provide counseling services to at risk students during the school day for one or more periods a week as needed. Student 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 service.

		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.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Pupil personnel staff will work closely with CFN 609 point to ensure that all staff is highly qualified.
- Mentors are assigned to support new teachers and teachers who require assistance.
- Attend job fairs, recruit through NYCDOE programs and conduct extensive interviews, including a panel interview that involves the perspectives of current teachers as well as a demonstration lesson and discussion of teacher team participation.
- Monthly new teacher meetings with the principal help to support understanding of school mission, data, culture and expected student outcomes as they all relate to day to day pedagogy and long term planning and practice.
- High level of support provided from subject supervisors via targeted focus during weekly common planning meetings and Monday afternoon professional learning sessions. Seasoned teaching personnel engage in informal intervisitation to support new teacher growth and reflection.

2b. 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 CCLS Mathematical Practices and ELA expectations, targeted special education professional learning opportunities around co-teaching models and sessions by youth and safety network personnel about working with and monitoring at-risk students.
- Building capacity and teacher leadership through instructional cabinet that meets once a quarter throughout the school year with a focus on best practices and coherence of school mission across classrooms and school environment.
- Paraprofessionals sent to UFT Queens trainings, SESIS refreshers and participate in in-house professional learning opportunities around Talking Like a Scholar, Writing Like an Expert, Thinking Like an Innovator and Living Like Leaders.
- Employ the use of certified and reputable professional developers on ELL best practices (Ms. Maryann Cucchiara and Professor Jennifer Stengel-Mohr of CUNY Queens College).
- Apply deeper understandings and logistical awareness regarding the Danielson Framework from our JESA meetings to team norming and observation practices.
- Learning Partner visits immerse teacher and leadership participants in research-based, inquiry-driven professional learning around a focus area (teacher and assistant principal leadership capacity) nine times across the 2014-2015 school year.

- Engage teachers in routine training and solidify school structures for socio-emotional support via BER conferences, Beautiful Me/Hance Foundation and The Commission on Human Rights to enrich the middle school experience for all stakeholders in the school community.
- Model Teachers engage in embedded job training through bi-monthly meetings with DOE/UFT Model Teacher Coach.
- Mentors are assigned to Assistant Principals and meet twice a week to discuss, plan and strategically implement best leadership practices.
- Assistant Principals engage in DOE Leadership Opportunities such as the Assistant Principal Institute (API) and Learning Partners Aspiring Leaders Program. (LPAP)

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers conduct evaluations of the status of curriculum three times over the course of the year (Fall/Mid-Year/June). Additionally, teachers review the impact of pre and post assessments in common planning meetings and professional learning committee 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. Teacher teams also examine the tasks and expectations through EngageNY, PARCC, MOSL and NYS exams to inform decisions on the assessment and backward-planning level. For critical decisions around NYS Regents exams, the I.S. 5 School Leadership Team has been consulted to hear ideas and concerns from all school community stakeholders. To ensure that teachers effectively use assessment results to improve instruction and respond to student needs, professional development around Danielson Framework Domain 3 (with an emphasis on 3d: Assessment in Instruction) is presented by leadership and is embedded in the expectations of Monday afternoon

professional learning work.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	779,964	x	9,18,21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	35676	x	9
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	8812844	x	9,12,15,18,21

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with

Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- provide training in Skedula, myON reading , Kahn Academy to give parents access to student information
- host Social Studies , Math, ELA and Science Family nights as content informational events
- provide ELL classes for parents
- school Counselors provide training in high school application process
- guest speakers at monthly PA meetings
- parent Coordinator use Title 1 and Urban Advantage funds to arrange parent trips
- technology classes provided for parents on Saturdays
- Parent Coordinator conducts workshop with Western Queens, in house guidance clinic
- conduct survey to gain information on parent preference
- school garden open for parents and children to visit
- School messenger used to notify parents of all school activities
- peer Mediators and Student Government students honored at monthly PA meetings
- parent Coordinator monthly newsletter
- Winter and Spring Fine and Performing Arts festival to celebrate fine arts department and student achievement

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- review IS 5 web site to keep informed on school events
- log on to Skedula to keep apprised of my child's academic performance

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- students promise to make constructive and respectful choices about personal behavior and social interaction
- log on to Skedula to follow all school regulation
- give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	108	9	9	113	5	44	73	1	46	294
Number of ELLs who have an alternate placement paraprofessional: <u>4</u>										

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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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 [AMAO 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-assessmentThe 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.

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		

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

Math:	Spanish			
Science:	Spanish			
English Language Arts	Spanish			

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

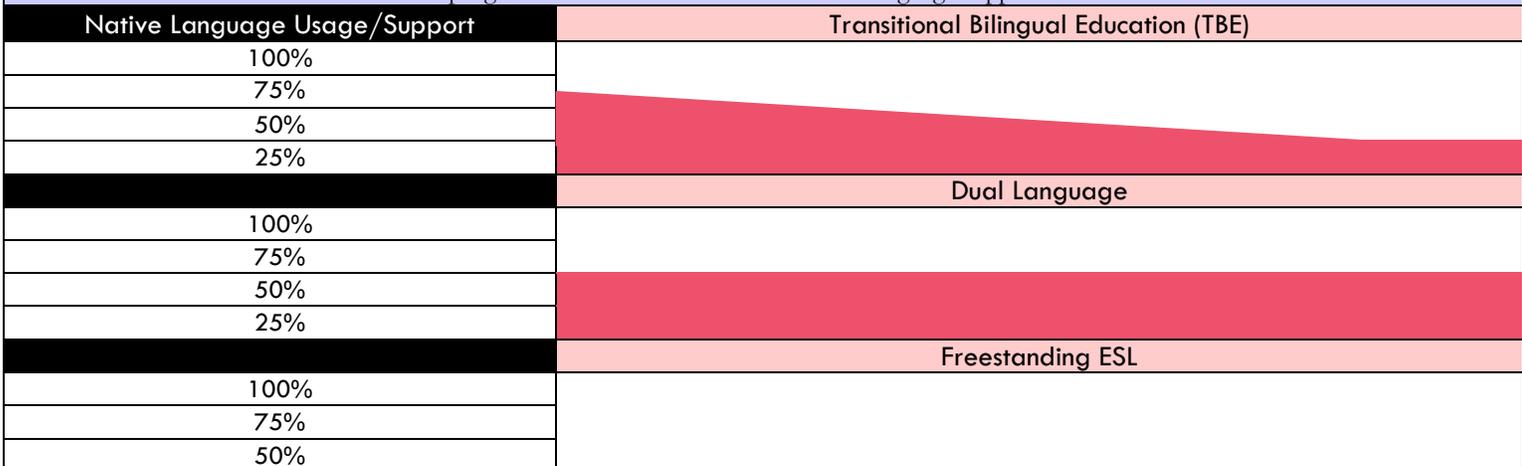
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. 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

