



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : INTERMEDIATE SCHOOL 61 LEONARDO DAVINCI

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q061

PRINCIPAL: JOSEPH J. LISA EMAIL: JLISA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

| Name | Position and Constituent Group Represented | Signature |
|-----------------------|--|-----------|
| Joseph Lisa | *Principal or Designee | |
| Jennifer Miller | Chairperson | |
| Joseph Natale | *UFT Chapter Leader or Designee | |
| Natalia Tobon | *PA/PTA President or Designated Co-President | |
| Jhanet Colon | *PA/PTA President or Designated Co-President | |
| Irene Novellino | DC 37 Representative, if applicable | |
| Jean F. Bena-Kelly | Member/UFT | |
| Sheryl Winkler | Member/UFT | |
| Erin O'Leary | Member/UFT | |
| Angelo Carboni | Member/UFT | |
| Robert Aiello | Member/UFT | |
| Jessica Malaga | Member/Parent | |
| Alba Acosta | Member/Parent | |
| Omaira Pena de Olivio | Member/Parent | |
| Maria Quiroz | Member/Parent | |
| Francia Sempertegui | Member/Parent | |
| Brijida Castillo | Member/Parent | |
| Susana Santacruz | Parent Coordinator | |

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, there will be a 5% increase of students attaining proficiency level by embedding the instructional practices of Common Core tasks, essential questioning, tiered instruction and tiered tasks, as measured by the New York State English Language Arts examination.

Comprehensive needs assessment

Needs assessment was comprised of:

- Teacher created tests and projects
- Student work folders and portfolios
- Pre & Post Tests (department-generated) in Mathematics, English Language Arts and Social Studies, as well as class results which are used to differentiate instruction based on the NYC and Common Core Learning Standards.
- *Scantron Performance Series* in ELA and Mathematics used to differentiate instruction based on the NYC and NYS Learning Standards.
- LAB- R exams which are used to determine student eligibility and placement in ESL services/NYSESLAT results
- ELE (Spanish Reading Assessment) & Chinese reading exams which are given to determine student proficiency in their native languages
- Individual Education Plans for Special Education Students
- JIT (Joint Intervention team) findings and recommendations
- Teacher, student and parent learning environment surveys

In the school year 2010-2011, the school's accountability and status report indicated that Adequate Yearly Progress (AYP) was not achieved in English Language Arts with those students who were ELLs, Hispanic, Students with Disabilities, and economically disadvantaged. Students with disabilities did not make AYP because safe harbor was not met; : 72.4% of our ELLs are economically disadvantaged; 83.3% of our ELL students are Hispanic; and 67% of our Hispanic ELL students are also economically disadvantaged. This data indicates that the three subgroups are directly linked and that implementation of specific instructional strategies should continue to focus on these three subgroups in order to attain AYP. The data also suggests that not only do ELLs confront the difficulties of learning a new language (often without English-speaking support at home), they must also cope with the academic challenges typically associated with poverty. Some of these challenges include: caring for a younger sibling while the parent is at work and is unable to afford child care; unable to afford instructional supplies or one-on-one tutoring; parent/guardian is not able to assist with their child's academic needs due to their own educational background.

Instructional strategies/activities

- ELA teachers will continue to implement unit pre and post assessments; ESL and social studies departments will administer pre and post assessments aligned with ELA skills. *Prosper* will be used to communicate disaggregated data to teachers for instructional implication.
- All ELA, ESL and social studies teachers will meet weekly for common planning. This time will be used to align instructional units with the Common Core, as well as to develop rigorous lessons rooted in best practices.

- Students will be pre-selected for the extended day program; academy-based inquiry teams will focus on these students.
- Balanced literacy workshop model
- Curriculum pacing
- Infused test preparation
- How to drive whole-class and small-group instruction using data obtained through Acuity and Performance Series assessments, and informal data collected in Teacher Data Binders (cross-content)
- Students matched to independent reading level
- Tiered tasks and questions (using Bloom's Taxonomy) to appropriately match multiple levels of students to tasks in an independent classroom setting
- Classroom Differentiation
- Tiered tasks focused on three levels of student ability (based on levels of Bloom's Taxonomy and Webb's Depth of Knowledge)
- Curriculum mapping focused around Essential & Guided Questions
- Backwards planning for inquiry based learning using an Essential Question to create thematic units of study that incorporate guided questions at higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge
- Leveled libraries
- Guided Writing
- Teacher Observation Process: administrators will utilize online software to expedite the observation process. Reports generated from these classroom visits will be used to determine professional development needs.

Strategies to increase parental involvement

- Student-generated goal sheets, based on skills for each unit of study, will be sent home for parent review.
- Our parent coordinator will continue to actively involve parents in their child's education. They will continue to expand and enhance their role as a member of our Instructional Leadership Team. They are instrumental as liaisons among parents and the community. In addition, our parent coordinator and community coordinator will disseminate information to parents regarding Common Core Learning Standards and NYC promotional policy, as well as progress regarding the implementation of I.S. 61's instructional school design.

In collaboration with the principal, parent coordinator, and School Leadership Team, 1% of Title I funds will be used to continue with the implementation the following interventions and strategies to increase parental involvement for the 2011-2012 school year:

- **Queens Congregation United for Action (QCUA):** Empower and Educate Parents to get more involved in their children's education. The principal and parent coordinator meet with parents and members of QCUA once a month to discuss ways to increase parent involvement and to discuss parent concerns.
- **New York City Department of Education office of Adult and Continuing Education:** Adult ESL classes that take place at I.S. 61 during the school day as well as night. There are currently 5 ESL classes and on Spanish GED class.
- **Every Person Influences Children (EPIC):** Provide parent trainings in various topics.
- **SCO Family of Services Development Center:** Helps parents identify and apply for different human service programs. Also, provide legal services to our parents. We have a direct referral system with this organization.

- **Coalition for Educational Justice (CEJ):** Coalition for Educational Justice (CEJ) is a non-profit, grassroots, multiracial, membership organization that advocates for the needs of students and parents – with a focus on working-class communities and communities of color – and the needs of teachers. CEJ bases its work on the ideas that high-quality education is a human right, and that human rights are the leading social and economic priority. The principal and parent coordinator meet with parents and member of this organization.
- **Urban Advantage-** Urban Advantage is a groundbreaking citywide science education initiative that connects middle schools, their teachers, students, and families with the excitement and process of scientific discovery and learning that takes place in eight renowned science-rich cultural institutions.
- **Parents As Arts Partners-** Through PAAP grant experiences, parents get the opportunity to become artists in a range of mediums – from mural painting to songwriting – and they learn how arts programs connect to and enhance their child’s total education. CAE’s primary goal for the PAAP grant program is to encourage parents to become supporters of arts education in New York City public schools by providing quality arts learning experiences for parents and families. The program was initially created on the basis of research that demonstrated the positive impact of parental involvement on a child’s success in school and the effectiveness of the arts as a means of cultivating that involvement. Our art teachers meet with this artist from the Queens Museum of Arts on Saturdays.
- **Cornell University Cooperative Extension Nutrition Workshops:** Educate parents on the importance of developing healthy eating habits. Teach parents hands-on how to cook healthy meals for their families. They meet with parents once a week.
- **Lefrak Community Youth and Adults Activities Association Inc:** We collaborated with this organization for the Turkey Giveaway in November 2007. We’ve continued this to promote a school and community partnership.
- **Connected Learning Grant:** This two-year program consists of a partnership between *Computers for Youth* and *Teaching Matters* to close the learning gap between low-income children and their more affluent peers by improving the home learning environment. **CFY** partners with public schools in low-income communities and offers all 6th grade families a home computer with educational software, Internet access and web content. Participating families attend a half-day training on the computer which they then take home. CFY coordinates workshops to help parents become better learning partners and trains teachers to use home technology to improve student performance. CFY helps improve the quality of home-based educational software by identifying the best up-and-coming products and then increasing their visibility among school districts, investors, and others in the industry. CFY and I.S. 61 have developed a partnership with this organization since the school year 2005-2006. *Teaching Matters* provides on-site professional development for teachers and works consistently with other partners in the Connected Learning Grant to increase parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Effective professional development is focused on the improvement of student learning through the improvement of the skill and knowledge of educators. I.S. 61 promotes specific professional development activities that are anchored on an objective over a period of time to improve students’ demonstrated knowledge and skill in reading, writing and mathematics, as measured by portfolios of student work, curriculum-based

assessments and state examinations. Similarly, effective professional development is connected to questions of content and pedagogy that are related to instructional practices as well as general effective teaching practices. Professional development, therefore, is designed to develop the capacity of teachers to work collectively on problems of practice as well as to support the knowledge and skill development of individual educators.

- First and second year teachers will be assigned to mentors to help provide additional instructional support. Mentoring sessions will include some of the following practices: set goals, plan (agendas and action plans) and establish targets; review progress in implementing content specific instructional design; collect, analyze and monitor student performance results. By meeting together, teachers and mentors will be able strategically build capacity and sustain change to produce and maintain high levels of student achievement as well as align standards, curriculum, assessment, instruction and instructional materials to improve performance capabilities of students and teachers.

Service and program coordination

- Queens Congregation United for Action (QCUA)
- New York City Department of Education office of Adult and Continuing Education
- Every Person Influences Children (EPIC)
- SCO Family of Services Development Center
- Coalition for Educational Justice (CEJ)
- Urban Advantage
- Parents As Arts Partners
- Cornell University Cooperative Extension Nutrition Workshops
- Lefrak Community Youth and Adults Activities Association Inc.
- New York Junior Tennis League & The Sports and Arts Foundation
- Manhattan New Music Project
- Computers for Youth (CFY)
- Legal-Aide Society
- City Harvest

Budget and resources alignment

- Tax Levy Funding
- Title I

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, 8% of students not making acceptable gains (ELLs and Students with Disabilities), will achieve proficiency level in ELA, through the use of assessment tools such as periodic assessments, intensive Tier 1 and Tier 2 AIS, and by embedding the instructional practices of Common Core tasks, essential questioning, tiered instruction, and tiered tasks, as measured by the New York State English Language Arts examination.

Comprehensive needs assessment

- According to the current Special Education Delivery Report, the General Education population consists of 1,952 students, while SWDs total 295. 64.1% of SWDs in the school are educated alongside their non-disabled peers for the majority of the school day. The initial referral rate is 1.2% as opposed to 1.9% of all public schools.
- Students With Disabilities receive services as per IEP mandates. Services provided include; related support services (13 students), Special Education Teacher Support Services (SETSS – 60 students), Integrated Co Teaching (ICT) classes, including 4-6th grade classes, 3-7th grade classes and 3-8th grade classes; and self contained classes, including 1-6th grade class, 2-6th/7th bridge classes, 1-7th grade class, 2-7th/8th grade bridge classes and 1-8th grade class. These services are provided through standards based instruction to all special needs students in grades 6 - 8.
- There are a total of 318 SWDs that took the 2011 ELA exam. Across grade levels, the number of SWDs scoring Level 1, 2, 3 and 4 are divided as follows:

Level 1 – 163
Level 2 – 132
Level 3 – 23
Level 4 – 0

- Language is central to learning for all students, ELLs and native English speakers alike. Through experience in trying to express ideas, formulate questions, and explain solutions, students' use of language supports their development of higher order thinking skills. Although ELL students come from diverse backgrounds, they have several common needs. Certainly, they need to build their oral English skills. They also need to acquire reading and writing skills in English, and they must attempt to maintain a learning continuum in the content areas (e.g., social studies, mathematics and science). 16% of the students during 2010- 2011 school year were recent immigrants. Some of these ELLs came from countries where schooling is very different. Other ELL students may have large gaps in their schooling while others may not have had any formal schooling (approximately 10% of our ELLs are SIFE) and may lack important native language literacy skills that one would normally expect for students of their age. The important point to remember, however, is that any individual student presents a profile of aptitudes and abilities in subject areas and skills, and that this is true for students who are learning English as much as for native English

speakers. However, the student who is learning English will have more trouble in expressing his or her level of understanding and capabilities in the second language, English.

- Students with disabilities have also shown a history of low academic performance. They tend to have difficulty with cognitive and metacognitive processes. These students generally are those who lack awareness of the skills, strategies, and resources that are needed to perform a task and who fail to use self-regulatory mechanisms to complete tasks. Specifically, these students are described as having difficulty in identifying and selecting appropriate strategies, and organizing information. In mathematics, for example, because math symbols represent a way to express concepts, language skills become very important to math achievement. The use of language is requisite for calculations and word problems. In computing, language skills are needed to systematize the recall and use of many steps, rules, and math facts. The reading demands of word problems increase in each grade level. Irrelevant numerical and linguistic information in word problems is especially troublesome for many students with learning disabilities. Moreover, many students with learning disabilities have reading difficulties that interfere with their ability to solve word problems.
- In the school year 2010-2011, the school's accountability and status report indicated that Adequate Yearly Progress (AYP) was not achieved in English Language Arts for SWDs. The Performance Index was 63. The Safe Harbor Target was 74, with an Effective AMO of 116. A 53 point deficit is noted. The Safe Harbor Target for the 2011-12 school year is 77.

Instructional strategies/activities

- Thirty percent of teachers educating SWDs will implement Multi-Sensory Language Instructional strategies to meet the early literacy needs of SWDs in their classrooms as evidenced by lesson plans, rubrics, Early Literacy Classroom scoring form, student work products and administrator's observation.
- 80% of teachers educating SWDs will implement Differentiated Instructional strategies consistently in their classrooms as evidenced by lesson plans, rubrics, Differentiated Instruction Classroom scoring form and administrator's observations.
- Enhance the work of teacher teams to ensure that all professional collaborations establish a clear instructional focus and result in the adjustment of classroom practice to improve student-learning outcomes.
- 100% of all IEPs will reflect educational benefit.
- General education and special education staff will work together in a unified system that embraces all students and accommodates their diverse needs and talents. Common planning time will provide the teachers time to discuss the needs of their students and how they can use differentiated instruction to meet these special student needs. ICT and general education teachers are provided with common preparation time to review student data and plan appropriate standards based lessons.
- A variety of Pre-/Post data from formative and summative assessments will be used to track student progress in early literacy as well as adolescent literacy skills. Consistent integrated interventions over time will be planned. Data inquiry teams will utilize benchmark assessments three times per year.
- Professional Development activities and inter-visitations will take place to assure that differentiated instructional strategies including, but not limited to multi-sensory language instruction and tiered instruction and tasks focused on three levels of student ability (based on levels of Blooms' Taxonomy, multiple intelligences, learning styles, and explicit instructional strategies are used in all classrooms and address the IEP needs of SWDs

- The school will continue to provide an organizational structure that supports students with disabilities by continuing Integrated Co-Teaching classes on the 6th, 7th, and 8th grade levels.

Strategies to increase parental involvement

- Student-generated goal sheets, based on skills for each unit of study, will be sent home for parent review.
- Our parent coordinator will continue to actively involve parents in their child’s education. They will continue to expand and enhance their role as a member of our Instructional Leadership Team. They are instrumental as liaisons among parents and the community. In addition, our parent coordinator and community coordinator will disseminate information to parents regarding NYS Standards and NYC promotional policy, as well as progress regarding the implementation of I.S. 61’s instructional school design.

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research that demonstrated the positive impact of parental involvement on a child's success in school and the effectiveness of the arts as a means of cultivating that involvement. Our art teachers meet with this artist from the Queens Museum of Arts on Saturdays.

- **Cornell University Cooperative Extension Nutrition Workshops:** Educate parents on the importance of developing healthy eating habits. Teach parents hands-on how to cook healthy meals for their families. They meet with parents once a week.
- **Lefrak Community Youth and Adults Activities Association Inc:** We collaborated with this organization for the Turkey Giveaway in November 2007. We've continued this to promote a school and community partnership.
- **Connected Learning Grant:** This two-year program consists of a partnership between *Computers for Youth* and *Teaching Matters* to close the learning gap between low-income children and their more affluent peers by improving the home learning environment. **CFY** partners with public schools in low-income communities and offers all 6th grade families a home computer with educational software, Internet access and web content. Participating families attend a half-day training on the computer which they then take home. CFY coordinates workshops to help parents become better learning partners and trains teachers to use home technology to improve student performance. CFY helps improve the quality of home-based educational software by identifying the best up-and-coming products and then increasing their visibility among school districts, investors, and others in the industry. CFY and I.S. 61 have developed a partnership with this organization since the school year 2005-2006. *Teaching Matters* provides on-site professional development for teachers and works consistently with other partners in the Connected Learning Grant to increase parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

- I.S. 61 promotes specific professional development activities that are anchored on an objective over a period of time to improve students' demonstrated knowledge and skill in reading, writing and mathematics, as measured by portfolios of student work, curriculum-based assessments and state examinations. Similarly, effective professional development is connected to questions of content and pedagogy that are related to instructional practices as well as general effective teaching practices. Professional development, therefore, is designed to develop the capacity of teachers to work collectively on problems of practice as well as to support the knowledge and skill development of individual educators.
- First and second year teachers will be assigned to mentors to help provide additional instructional support. Mentoring sessions will include some of the following practices: set goals, plan (agendas and action plans) and establish targets; review progress in implementing content specific instructional design; collect, analyze and monitor student performance results. By meeting together, teachers and mentors will be able strategically build capacity and sustain change to produce and maintain high levels of student achievement as well as align standards, curriculum, assessment, instruction and instructional materials to improve performance capabilities of students and teachers.

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- City Harvest

Budget and resources alignment

- Tax Levy Funding
- Title III Funding
- Title I Funding

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, 5% of 6th grade students not making acceptable gains will demonstrate a 0.4 increase in ELA, through the use of assessment tools such as periodic assessments, intensive Tier 1 and Tier 2 AIS, and by embedding the instructional practices of Common Core tasks, essential questioning, tiered instruction, and tiered tasks, as measured by the New York State English Language Arts examination

Comprehensive needs assessment

- A three-year trend shows a decline in students achieving proficiency level between grades 6 and 7 when following the same cohort of students.
- In 2009-2010, 38% of 6th grade students were at proficiency level. In that same cohort, 13% received a level 1.
- Of the same students, in 2010-2011, 31% of those students were at proficiency level and 17% received a level 1.

Instructional strategies/activities

- ELA teachers will continue to implement unit pre and post assessments; ESL and social studies departments will administer pre and post assessments aligned with ELA skills. *Prosper* will be used to communicate disaggregated data to teachers for instructional implication.
- All ELA, ESL and social studies teachers will meet weekly for common planning. This time will be used to align instructional units with the Common Core, as well as to develop rigorous lessons rooted in best practices.
- Students will be pre-selected for the extended day program; academy-based inquiry teams will focus on these students.
- Balanced literacy workshop model
- Curriculum pacing
- Infused test preparation
- How to drive whole-class and small-group instruction using data obtained through Acuity and Performance Series assessments, and informal data collected in Teacher Data Binders (cross-content)
- Students matched to independent reading level
- Tiered tasks and questions (using Bloom's Taxonomy) to appropriately match multiple levels of students to tasks in an independent classroom setting
- Classroom Differentiation
- Tiered tasks focused on three levels of student ability (based on levels of Bloom's Taxonomy and Webb's Depth of Knowledge)
- Curriculum mapping focused around Essential & Guided Questions
- Backwards planning for inquiry based learning using an Essential Question to create thematic units of study that incorporate guided questions at higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge
- Leveled libraries
- Guided Writing
- Teacher Observation Process: administrators will utilize online software to expedite the observation process. Reports generated from these classroom visits will be used to determine professional development needs.

Strategies to increase parental involvement

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Strategies for attracting Highly Qualified Teachers (HQT)

- I.S. 61 promotes specific professional development activities that are anchored on an objective over a period of time to improve students' demonstrated knowledge and skill in reading, writing and mathematics, as measured by portfolios of student work, curriculum-based assessments and state examinations. Similarly, effective professional development is connected to questions of content and pedagogy that are related to instructional practices as well as general effective teaching practices. Professional development, therefore, is designed to develop the capacity of teachers to work collectively on problems of practice as well as to support the knowledge and skill development of individual educators.
- First and second year teachers will be assigned to mentors to help provide additional instructional support. Mentoring sessions will include some of the following practices: set goals, plan (agendas and action plans) and establish targets; review progress in implementing content specific instructional design; collect, analyze and monitor student performance results. By meeting together, teachers and mentors will be able strategically build capacity and sustain change to produce and maintain high levels of student achievement as well as align standards, curriculum, assessment, instruction and instructional materials to improve performance capabilities of students and teachers

Service and program coordination

- Queens Congregation United for Action (QCUA)
- New York City Department of Education office of Adult and Continuing Education
- Every Person Influences Children (EPIC)
- SCO Family of Services Development Center
- Coalition for Educational Justice (CEJ)
- Urban Advantage
- Parents As Arts Partners
- Cornell University Cooperative Extension Nutrition Workshops
- Lefrak Community Youth and Adults Activities Association Inc.

- New York Junior Tennis League & The Sports and Arts Foundation
- Manhattan New Music Project
- Computers for Youth (CFY)
- Legal-Aide Society
- City Harvest

Budget and resources alignment

- Tax Levy Funding
- Title I Funding

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 63 | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| 7 | 70 | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| 8 | 60 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|---|---|
| ELA | Most students are receiving Tier 2 Interventions where AIS providers pull out students to participate in Jamestown Reading Navigator, a reading and writing intervention program designed specifically to help struggling students with reading comprehension skills and fluency. Other students receive instruction from teacher-created materials delivered both to small groups and one-to-one during the school day and during 37.5 minutes. |
| Mathematics | Mathematics instruction is delivered one-to-one and with small groups using Destination Math and teacher-created materials. Instruction is delivered during the school day and during 37.5 minutes. |
| Science | No service provided |
| Social Studies | No service provided |
| At-risk Services provided by the Guidance Counselor | Guidance counselors meet with students weekly to discuss goals, study habits and issues affecting self esteem. |
| At-risk Services provided by the School Psychologist | The school psychologist is not providing services to any AIS students at this time. |
| At-risk Services provided by the Social Worker | Due to specific NYC mandates the social worker will not see any AIS students at this time. |

| | |
|--|-----------------------------|
| At-risk Health-related Services | No service provided. |
|--|-----------------------------|

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 24Q061 **School Name:** Leonardo da Vinci Intermediate School 61 Q

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The area in which our school was identified as "In need of Improvement" is 3-8 ELA: All Students, SWD, Hispanic, LEP and Economically Disadvantaged. The findings from our 2010-11 JIT revealed that our ELL populations transcend into each of our subgroups that did not make AYP. Although the JIT's overall finding determined that our school " has made some progress in identified areas, and may make AYP with further modification to the Restructuring Plan," the following recommendations were made:

- A mentor should be provided to the school leader to guide and support him in managing change. The mentor should assist in creating a strategic plan for the school's improvement so that strategies include leadership, accountability, timely implementation, ambitious success criteria, goals, rigorous monitoring of progress and coordinated PD.
- External support and PD should be focused on improving teaching quality. The support provided should ensure that all lessons are consistently differentiated, with greater focus on promoting higher order thinking skills and opportunities for interactive student speaking and listening.
- Training should be provided for all APs, particularly the AP responsible for the ELL program, to enable them to consistently monitor and develop teaching quality and student achievement in ELA.
- The Network should support the school in developing a system for recording and analyzing student data on ELA performance to enable school leaders to analyze patterns and trends by academy, subgroup and school, and adjust their improvement work.
- The school should seek external support to guide PD for the school's priorities, particularly in improving ELA and the performance of ELLs.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Since our JIT review, our network has seen a change in leadership. We are working with the team to create a strategic action plan for the school's improvement so that strategies include leadership, accountability, timely implementation, ambitious success criteria, goals, rigorous monitoring of progress and coordinated PD.

Unfortunately our network still has a vacancy for an ESL coordinator, however it did contract out with an external provider in order to give us support with our ELA/ESL curriculum and improving our instructional practice. Our work with the network is to establish model classrooms within our school to be used as professional development sites for teachers both within and outside of our school building.

Our school has contracted with CITE to provide one-on-one professional development support for administrators to enable them to consistently monitor and develop teaching quality and student achievement in ELA.

Our school, with network support, has established an observation protocol based on Danielson's Framework of Teaching. Each observation is entered into a database to track and assess teacher development through each quality statement. Professional development sessions will focus on teacher needs centered around the framework.

Using the Scantron Prosper System, pre and post-unit tests can be tracked and assessed for each unit of study throughout each core subject. In addition, each department is currently adjusting all units of study to include the Common Core Learning Standards and increase the complexity of the texts utilized.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - The majority of this money is utilized to fund coaching/mentoring positions for all contents areas. By doing this, we are able to embed professional development into our daily practice through individual and small-group meetings that revolve around differentiated teacher needs and the Common Core State Standards. The remaining funds are utilized to purchase external support resources.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - All eligible teachers are provided with an assigned mentor to meet with at least two times per week. Mentor meeting topics revolve around professional practice through Danielson's Framework for Teaching and the Common Core State Standards.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - All letters determining our status will be copied and sent home in English and translated versions. In addition, this information will be communicated to the School Leadership Team and a Parent Informational Session.

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

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

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader Charles Amundsen/Daniel Purus | District 24 | Borough Queens | School Number 061 |
| School Name Leonardo da Vinci | | | |

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

| | |
|--|--|
| Principal Joseph J. Lisa | Assistant Principal Jerry Brito |
| Coach Kristine McCabe | Coach Lisa O'Brien |
| ESL Teacher Wen Lu | Guidance Counselor Joseph Natale |
| Teacher/Subject Area Samuel Berrios-Matos/Science | Parent Natalia Tobon |
| Teacher/Subject Area Rosalie Garziano-Parker/Math | Parent Coordinator Susana SantaCruz |
| Related Service Provider Sharyl Winkler | Other |
| Network Leader Daniel Purus | Other |

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 | 13 | Number of certified bilingual teachers | 7 | Number of certified NLA/foreign language teachers | 3 |
| Number of content area teachers with bilingual extensions | 7 | Number of special education teachers with bilingual extensions | 1 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 2 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 2 | | |

D. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | 2326 | Total Number of ELLs | 830 | ELLs as share of total student population (%) | 35.68% |
|------------------------------------|-------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Given the fact that ELLs have bilingual, free-standing ESL, and dual language program options, our goal is to ensure that the parents of the students are both informed and fully confident in the class placement decision-making process. I.S. 61 has structures in place to ensure that parents understand all three program choices. According to recent trends, a majority of parents have selected bilingual programs. Parents are informed about the programs offered to ELLs through parent orientation meetings, which are held daily during the week before school begins and on a one-on-one basis as needed during the school year.

When parents register their children before the school year begins, the following protocol is in place to help newly admitted ELLs to become acquainted with their new school and environment. If after an initial interview conducted by the ELL Coordinator or licensed pedagogue, a home language other than English (LOTE) is indicated on the Home Language Inventory Survey (HLIS) form, parents receive entitlement letters and are invited to attend an orientation through the use of translated invitation letters. As noted above, these sessions are offered daily during the week before school starts. At the orientation, the ELL Coordinator and Parent Coordinator provide parents with the Parent Brochure which contains translated materials describing the different program options and show the DOE video in their home language. After viewing the video, translators assist the parents with answers to their questions. Once it is clear that parents understand all three program choices, have had all their queries addressed, and are ready to make an informed choice, they complete the Parent Survey and Program Selection form. If a parent is not able to attend the orientation meeting for any reason, they are contacted by the ELL Coordinator and/or Parent Coordinator over the phone. The Parent Survey and Program Selection form is then sent home with the student. Eligible students are administered the LAB-R and Spanish LAB within 10 school days of the admission date to determine level of English language proficiency and then are placed into the program selected by their parents. After that, a placement letter is sent home to notify the parent(s) of their child's placement in the program of their choice. When parents choose a program not offered in the school and there are not sufficient numbers of parents requesting that program to justify creating one, then they are offered the option of transferring their child to a school that offers that program. So far, IS61 has been able to accommodate all Spanish- speaking and Chinese-speaking students whose parents chose the Bilingual Program. At the moment, there are not enough students of any low-incidence language to start a Bilingual class even in two consecutive grades.

Once the school year has commenced, and a parent registers a child, I.S. 61 conducts an on the spot, one - on - one parent orientation, which includes all the above-mentioned standard procedures. The ELL Coordinator / an available ESL teacher, a licensed pedagogue (usually a guidance counselor) and the pupil accounting secretary collaborate in this in-take process, which begins with an interview with the parent and child. Once it has been determined that the child's home language is one other than English, the ELL Coordinator / ESL teacher immediately screens the child, which often includes administering the LAB-R examination to the student instantaneously, so that more information is available to make an informed decision on placement. Both the LAB-R and the Spanish LAB is administered by the ELL Coordinator or a licensed ESL teacher to eligible students within 10 school days of the admission date. This ensures that ELLs are placed in parent-chosen, educationally appropriate programs without delay. Parents of the newly-admitted ELL receive an entitlement letter and a placement letter informing them of their child's eligibility for ESL services and their placement in one of the ELL programs. Finally, the information about the placement decision of the newly-admitted ELLs is entered on the ELPC

report on the ATS by the Bilingual/ESL Coordinator.

The original HLIS and Parent Survey and Program Selection Forms are placed in the student's cumulative record and a copy of each form is made and stored by the Bilingual/ESL Coordinator in a separate file. Copies of the Entitlement and Placement letters are also maintained by the Bilingual/ESL Coordinator in a separate file. At the beginning of the school year, ELL who did not achieve proficiency on the last year's NYSESLAT receive a Continued Entitlement Letter in both English and their home language if it is available. ELLs who scored Proficient on the last year's NYSESLAT receive a NonContinued Transitional Letter in both English and their home language if it is available. Copies of all those letters are made before the originals are distributed to the students. The copies of those letters are kept by the Bilingual/ESL Coordinator in a separate file.

Every spring, ELLs are evaluated on their eligibility for continued ESL/Bilingual services and their progress in all four modalities: speaking, listening, reading, and writing, when they are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Eligible students are indicated on the RLAT, RESL, RNMR, and RELC reports on the ATS. Consequently, we receive pre-slug **This school serves the following grades (includes ELLs and EPs)** the Bilingual/ESL Coordinator inspects the all ELLs take NYSESLAT by cross-checking ATS v **6* 7* 8* 9* 10* 11* 12*** after October 31, 2011. All current ELLs take this examination in accordance to the city-wide **Check all that apply** the Spring. The results of this test are used to place students according to the level of proficiency they achieved on the most recent test taken.

Based on the review of the Parent Survey and Program Selection Forms for the past three school years, one can see a number of clear trends in program choices that parents have requested. Parents of Spanish-speaking students are more likely to request the TBE program: on average 88% of the families. A small number of Spanish-speaking families have requested the ESL program even if their children did not speak any English. Similar to Spanish-speaking parents, most Chinese-speaking parents have requested the TBE program for their children. Only a few Chinese-speaking families have requested the ESL program. Unlike Spanish-speaking parents and Chinese-speaking parents, parents of students who speak low-incidence languages at home have demonstrated a strong trend to request the ESL program with only a few parents requesting the TBE program. However, if a TBE class is opened during the school year, parents are informed in writing that there are openings available for their child.

Other opportunities for receiving information on ELL programs are during PTA meetings, "Welcome Back to School Night", scheduled adult ESL classes, parent-teacher conferences, other parent workshops offered throughout the year, and Project Jump Start. Through these processes, the alignment between parent choice and program offerings has been established and the Parent Coordinator, ESL/Bilingual Assistant Principal and ELL Coordinator continue to reach out to parents to ensure that communication is maintained. We are also planning parent out-reach sessions in the spring for parents whose children were accepted into our Spanish Dual Language program. In addition, entitlement letters, placement letters, Parent Survey and Program Selection forms are distributed by sending them home with the student or in one-to-one meetings with the ELL Coordinator or ELL Assistant Principal. We keep a copy of any of the above mentioned documents on file at the school. Documents that need to be signed and returned are scanned and kept on compact disc and the originals are kept on file.

Each in-coming sixth grade student receives a survival packet which includes: essential information on school curricula, programs, policies, and procedures; future class and room assignment, along with a map of the building; and a summer reading list and math activities resource. Administrators visit the feeder schools to personally meet the students. Also, an evening and afternoon orientation is planned and hosted by the Parent Coordinator at our school for students and their families to become acquainted with IS 61 before officially joining our school community, during which administrators, teachers, and guidance counselors make themselves available to speak and answer questions.

In order to effectively plan for instruction, knowledge of students' linguistic backgrounds is essential. According to the Report of Home Languages and Addresses (RHLA), the major languages spoken by ELLs are Spanish, Chinese, Bengali, French, Russian, and Urdu. Eighty eight and two tenths percent (88.2%) of the ELL population are from Spanish speaking families, with Chinese speaking families coming in at second with almost 5%. Due to the demographic makeup of I.S. 61, Spanish and Chinese Bilingual programs were created to cater to parental program selections. Only Spanish and Chinese Transitional Bilingual programs have been established due to the small number of limited English proficient pupils from other language groups, enrollment of less than 15 ELLs who speak the same language within the same grade (as per CR Part 154), and parental choice requesting ESL programs.

With respect to the different programs offered at I.S. 61Q, we have noticed that most Spanish-speaking and Chinese-speaking parents choose the TBE program while parents of students who speak low-incidence languages mostly choose free-standing ESL programs versus TBE. Our programming reflects this reality. If and when the trends change, we will make adjustments to our programming to reflect this.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|----|----|----|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | 2 | 2 | 4 | | | | | 8 |
| Dual Language (50%:50%) | | | | | | | 1 | 1 | | | | | | 2 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | 10 | 10 | 8 | | | | | 28 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 13 | 12 | 0 | 0 | 0 | 0 | 38 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|-----|
| All ELLs | 830 | Newcomers (ELLs receiving service 0-3 years) | 394 | Special Education | 166 |
| SIFE | 67 | ELLs receiving service 4-6 years | 223 | Long-Term (completed 6 years) | 213 |

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

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

| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
|---------------|-----|------|-------------------|-----|------|-------------------|-----|------|-------------------|-------|
| TBE | 141 | 20 | 8 | 13 | 1 | 12 | 8 | 0 | 8 | 162 |
| Dual Language | 12 | 2 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 16 |
| ESL | 241 | 31 | 7 | 209 | 11 | 54 | 202 | 1 | 76 | 652 |
| Total | 394 | 53 | 15 | 223 | 12 | 66 | 213 | 1 | 84 | 830 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|------------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 42 | 35 | 67 | | | | | 144 |
| Chinese | | | | | | | | 5 | 13 | | | | | 18 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 40 | 80 | 0 | 0 | 0 | 0 | 162 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|-----------|-----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP | EL | EP | EL | EP |
| Spanish | | | | | | | | | | | | | 4 | 12 | 12 | 15 | | | 16 | 27 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 4 | 12 | 12 | 15 | 0 | 0 | 16 | 27 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 9-12 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 43

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino: 43

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 | | | | | | | 226 | 194 | 164 | | | | | 584 |
| Chinese | | | | | | | 6 | 7 | 9 | | | | | 22 |
| Russian | | | | | | | 1 | 2 | 1 | | | | | 4 |
| Bengali | | | | | | | 2 | 0 | 1 | | | | | 3 |
| Urdu | | | | | | | 3 | 1 | 0 | | | | | 4 |
| Arabic | | | | | | | 1 | 0 | 4 | | | | | 5 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | 1 | 3 | 3 | | | | | 7 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | 1 | 0 | 1 | | | | | 2 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 6 | 9 | 6 | | | | | 21 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 247 | 216 | 189 | 0 | 0 | 0 | 0 | 652 |

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

I.S. 61 implements Transitional Bilingual Education (TBE), English as a Second Language (ESL), and Dual Language programs in accordance with CR Part 154 and Title III guidelines for general and special education English Language Learners (ELLs), in order to support the development of English proficiency and literacy in an academic context. These programs run from September through June and certified Bilingual and ESL teachers deliver services to these students. All students at the beginner and intermediate levels of English proficiency receive the mandated eight periods (360 minutes) of ESL instruction a week, while students at the advanced level receive at least the required four periods (180 minutes). Data from the NYSESLAT and LAB-R will determine the implementation of the 180 or 360 minutes of ESL instruction.

Instruction for ELLs has been aligned with the common core state standards, and delivery of ESL services is provided through a combination of a push-in, co-teaching model, and self-contained ESL classes. ELLs in free-standing ESL classes are provided with four or five periods of self-contained, content-infused, ESL instruction in addition to four or three periods of ESL push-in services during English Language Arts (ELA) or Social Studies. ESL teachers support their content area co-teachers by helping to facilitate the infusion of vocabulary and comprehension skills, as well as incorporating ESL strategies into content instruction. During content area co-teaching periods, ESL educators teach processing and literacy skills in order to help make content comprehensible to ELLs.

During the self-contained ESL periods of instruction, ESL teachers provide focused standards-based instruction in the development of language and literacy within the reader's and writer's workshop models. We are in our second year of using a thematic, interdisciplinary ESL curriculum, which continues to be analyzed for efficacy and revised as needed. It is aligned to the common core state standards and emphasizes building academic language, higher order thinking and writing skills. Each of the five units in each grade, which take two months to complete, revolve around an essential question and students are expected to write their responses to it by the end of the unit. These questions relate past to present, elicit connections between world to personal experiences, and are general enough that the focus would be on the student's use of language not specific content. In addition, ESL teachers are incorporating programs procured through the Students with Interrupted Formal Education (SIFE) / Long-term ELLs (LTEs) grant and other funding sources, into this ESL curriculum, specifically: ACHIEVE 3000, Destination Success in Reading and Math, ArtsConnection's Developing English Language Literacy Through the Arts (DELLTA), RIGOR, and the Lincoln Center LEAD program.

Our teachers have been trained in QTEL strategies, which are referenced when lessons are being planned to help target instructions for our ELL population. In addition, we have a variety of grade-level materials in English, Spanish and Chinese to promote comprehension and aid in the development of English as a second language. The materials found in English is being aligned with the ESL Units of Study that was developed 2 years ago. With respect to scheduling and programming, our ESL students are placed in classes according to their NYSESLAT scores at the beginning of the school year. We then use assessments such as Performance Series, Acuity, and in-school assessments such as Prosper to determine student progress with regard to language proficiency. Instruction is differentiated according to what these various assessments are telling us about a particular student's rate of language acquisition.

A. Programming and Scheduling Information

Balanced Literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting. Student progress, through conferring, is analyzed, charted, and individualized. Instruction is data-driven; literacy connects the concepts. Services also include ESL support and differentiated instruction during the work period through guided reading workstations, and the Writer's Workshop during the designated literacy period. Assessing and conferring will yield the progress made and the instruction required. In addition, a language objective must be included in each ESL / ELA, social studies, science, and math lesson in order to facilitate progress in English. ESL strategies and classroom structures include daily journal writing, vocabulary building activities, leveled libraries, Literature Circles, books on tape, and the use of technology. In order to ensure that ELL students meet the Common Core State Standards, the Bilingual/ESL programs are departmentalized by grade and level of language ability to afford smaller learning environments. Additional support is provided through Title III morning, after school, and weekend programs.

ELLs in bilingual classes receive self-contained ESL instruction and ELA push-in services for classes with ELLs at an advanced level. The ELA teacher in conjunction with the ESL teacher provides focused standards-based instruction in the development of language and literacy within the reader's and writer's workshop models. The bilingual component of native language arts is delivered through the workshop model, which supports the continued development of literacy and the four language skills in the native language. The native and English languages are differentiated for instruction based on student levels of language fluency and academic proficiency. Students at the beginning stages of English proficiency will receive content area instruction in the native language and English with a 60/40 balance. Those students identified at the intermediate stages of English proficiency will receive content area instruction in the native language and English with a 50/50 balance. Students at the advanced stages of English proficiency will receive content area instruction with a 25/75 balance. The use of the native language is helpful to the ELL student in learning content area material. The content area teacher can use the native language to explain or further expand upon what is being presented. Students are also provided with materials written in the native language. In a TBE classroom, two agendas are posted, one in the native language and the other in English. Word walls in each language are posted on separate walls. Charts and key concepts are in English and in the native language and are color-coded: Spanish is written in red ink, English is written in blue or black ink. This is in alignment with New York City's Language Allocation Policy. The content areas of Math, Social Studies, and Science are addressed in our bilingual and dual language classes. Bilingual Math is scheduled 8 periods a week. Social Studies and Science are scheduled 6 times a week each. In the Bilingual Chinese and Spanish classes, the language of instruction is parcelled out as mentioned previously. Also, there are materials in Spanish and Chinese to provide native language support for our students. For the Dual Language program, Social Studies and Science are conducted completely in Spanish.

Language is central to learning for all students, ELLs and native English speakers alike. Through experience in trying to express ideas, formulate questions, and explain solutions, students' use of language supports their development of higher order thinking skills. Although ELL students come from diverse backgrounds, they have several common needs. Foremost, they need to build their oral English skills. They also need to acquire reading and writing skills in English, and they must attempt to maintain a learning continuum in the content areas (i.e., mathematics, social studies and science). After analyzing the results from the various assessments that were administered to students, it is important to understand that the discrepancy in the achievement gap among ELLs and non-ELLs students may be also due to cultural and economic factors. ELLs may have other needs that make their task of learning much more difficult. Some ELLs come from countries where schooling is very different. They may have large gaps in their formal education while others may not have had any formal schooling and would therefore lack important native language literacy skills that one would normally expect for students of their age. These are the SIFE students. What is important to keep in mind is that an individual student presents a profile of aptitudes and abilities in subject areas and skills, and that this is true for students who are learning English as much as for native English speakers. However, the student who is learning English will have more trouble in expressing his or her level of understanding and capabilities in English, the second language.

Research shows that students whose native language skills are well developed are more likely to transfer them to a new language. In I.S.61, teachers of ELLs are encouraged to provide their ELLs with on-going native language support. This includes books in students' native language to read during independent reading time or to take home, books in students' native language in the school library, bilingual glossaries, etc. All newly-admitted Spanish-speaking ELLs are administered Spanish LAB within 10 days of admission to determine their proficiency in Spanish. The results are then made available to their teachers to help inform their instruction.

As per the No Child Left Behind Act (NCLB) ELLs are allowed the following testing accommodations: extended time, separate location, third reading of the ELA listening section, and use of word to word translation dictionaries / bilingual glossaries. As the name implies these resources provide just the word in both languages. In our school, these accommodations are provided to the current ELLs as well as former ELLs who tested out on the NYSESLAT in the past two years.

In order to meet the testing modifications requirements we provide each ELL with a pocket size word to word translation dictionary in their native language and photocopies of bilingual glossaries in the available languages in math, science, and social studies. It is imperative that the students use these dictionaries and glossaries everyday so that this tool becomes part of their routine and they will be comfortable using it on the following NYS assessments: ELA, math, science, and social studies. During their classes students continue to use regular

A. Programming and Scheduling Information

bilingual dictionaries in conjunction with these translation dictionaries, but can use only these dictionaries and glossaries for the state examinations.

English language use will be adapted to meet the students' level of proficiency. Incorporating strategies such as the following will help increase the levels of language fluency and academic proficiency: having students restate complex sentences as a sequence of simple sentences; explaining the use of idiomatic expressions; providing explicit explanations of key words and special or technical vocabulary; using demonstrations or role playing to illustrate a concept; allowing time for students to discuss what they learn and to generate questions in areas that require clarification; and providing explanations for the indirect use of language. Teachers need to have students talk-out explanations before writing them.

Within the Bilingual / ESL program, ELLs will need additional support to assist them in understanding the instruction provided in English. Instruction can be delivered through nonlinguistic examples that help to explain or clarify the content that is presented, which include some of these strategies: bringing in objects (realia), photographs, maps, etc.; using visual and graphic organizers; making illustrations; and pointing out key ideas. Assessing how well ELLs have learned specific content, however, should not be based exclusively on oral responses or spoken language. Other forms of assessment must include written work, demonstrations, or special projects.

Plan for SIFE Students

The 2011-2012 SIFE/LTE grant application was submitted and we await the announcement of the award. In order to address the needs of SIFE and Long Term ELLs, it proposes an after school Midweek Academy for students and parents, which includes group counseling sessions to build life and career skills for students, and academic classes for students and parents. Another component of the grant provides professional development for teachers.

Screening for LEP/ELL SIFE takes place at the point of entry to NYC DOE schools. This includes the Home Language Identification Survey (HLIS), Language Assessment Battery-Revised (LAB-R), and the Oral Interview Questionnaire.

From the RNMR report generated through ATS, we initially have identified 67 SIFE students. In addition to teacher observation and analysis of student class work, ELLs will continue to be identified as SIFE based on the reports, including the 2011 BESIS report, and an analysis of the following assessments for Spanish and Chinese speakers, which reveal a student's level of performance in the native language: Spanish LAB and ELE exam / Chinese Reading Examination. Data from these various sources flags students as potential SIFE ELLs. Teachers then interview these students to determine whether they qualify as SIFE. Teachers can also canvas parents in order to learn more about students' cultural and familial backgrounds. Moreover, feedback from these assessments drives instruction during literacy in Native Language Arts.

At the beginning of the school year the SIFE team uses a number of different measures to identify SIFE:

- Writing samples in English and their native language;
- Teacher nominations;
- Academic record, grades and tests scores;
- Informal assessment of literacy skills;

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.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | Dual Language | Freestanding ESL |
|---|--|---------------------|------------------|
| responsibilities that provide our students from attending the extended day session, we can not ensure that all SIFE / LTEs can participate in these targeted SIFE/LTEs solution programs. For this reason, these programs need to support and be integrated into the quality, sound instructional program that students encounter on a daily basis. Even students who are not SIFE / LTEs benefit from these programs as they allow for differentiation of instruction. By implementing differentiated instruction, we can help students who are not SIFE / LTEs to succeed. Students who may become LTEs. Through SIFE funding the | | | |
| literacy and mathematics skills through the use of web-based program like ACHIEVE3000 and Destination Success. These small group services are implemented during the school day. Our students also receive an extra period per week of instruction in social studies and science. | | | |
| help students achieve their greatest potential. In addition to what is provided in I.S. 61, on-going professional development at the citywide and network level provide staff with the skills to target language needs and the activities and practices to realize language proficiency and literacy. | | | |
| 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.

A. Programming and Scheduling Information

We credit the success of the SIFE grant programs to the comprehensive professional development offered by the vendors. It is a combination of workshop sessions and in class coaching. The professional development facilitators model the techniques with the students

B. Programming and Scheduling Information--Continued

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

The teachers providing Academic Intervention Services (AIS) services use data to inform instruction they deliver to the students, focusing on building literacy skills, mathematical conceptual understanding, or both. In addition to standardized test scores and item skill analysis, periodic assessments such as ACUITY and EdPerformance, as well as ELA exam, Math exam, NYSESLAT, and report card grades, are examined to determine progress, areas of strength, and areas in need of improvement. AIS is provided during the school day by one of our AIS teachers or one of the menu item teachers anywhere from 2 to 5 periods a week as pull-out small group sessions or push-in situation, during periods above and beyond what is mandated for a subject. A number of special education classes have "Reading Skills" scheduled twice a week as part of their regular program. All students at I.S. 61 also receive an additional period of Social Studies and Science.

Guidance is also used as an intervention tool and serves as a bridge between the home and school. We have a sixth guidance counselor who is not attached to one of our five academies and assists with admissions and mediations. He also works with holdover students to generate a profile that includes emotional factors that can have an impact on learning. If deemed necessary, SIFE and LTE students receive language appropriate testing in order to screen for learning disabilities. Our licensed bilingual school psychologist and licensed social worker provide SIFE and LTE students and their families with support services on a case by case basis.

Plan for Transitional Support

Newly proficient students will be offered the opportunity to participate in the Title III Program for ELLs. They will also be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment. Once students have achieved English language proficiency as determined by the NYSESLAT examination, they are offered the opportunity to continue for one year as an opt-in student in ESL as long as there is space in the program. All former ELLs who achieved a level of proficiency within the last two years receive the same testing modifications as current ELLs. This affects more than 250 students this year. Many newly proficient students sit side by side their ELL classmates in classes with about half of each: general education (GE) and ELL students. This arrangement is beneficial for both the ELLs who are being mainstreamed and the newly proficient GE students who have this additional support to supplement and reinforce language learning.

In order to best serve the ELLs, Title III money gets set aside for programs that are developmental in nature. The rationale is that with these offerings comes the opportunity to grow academically, particularly with respect to mathematical conceptual and English language acquisition development in all four modalities: speaking, listening, reading, and writing. ELLs also grow socially, in terms of developing personal and meaningful relationships among the faculty and student population so as to build trust and loyalty within our school community. Weekday programs are offered to better meet these needs of our ELLs. They not only prepare students for state examinations, but strive to cultivate a well-rounded human being through the arts. A major event held in the early spring is International Night, our spring festival celebrating music, art, food, and dance of diverse cultures.

Title III programs are held before and after school hours and are coordinated and supervised by an administrator. Title III weekday morning / afternoon, and extended day programs are structured to target these five groups: SIFE ELLs, Newcomers, special education ELLs, Long-term ELLs, and former ELLs. These programs keep Maslow's Hierarchy of needs in the fore. The programs expose students to different

B. Programming and Scheduling Information--Continued

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

C. Schools with Dual Language Programs

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

I.S. 61Q has been implementing a Spanish/English Dual Language Program beginning in the 2010-2011 school year. Currently, we have one dual language class in the sixth grade and one in seventh grade. As currently designed, the class contains English Proficient students and English Language Learners. Both subgroups spend all their instructional time together. Teachers experienced in Spanish bilingual education have been assigned to administer instruction. Of the four major subject areas, ELA and Math are taught exclusively in English. Social studies and science are taught in both Spanish and English on a rotating schedule. Native language and English language support are given for clear content delivery. Since the program is new, we are in the process of review and revision. For example, we have determined that the school is lacking the appropriate materials in Spanish for both science and social studies. In our continuing effort to improve the program, we will be visiting middle schools that have successful dual language programs.

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D. Professional Development and Support for School Staff

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

Professional Development

In order to maintain the high quality level of instruction, professional development is provided to all faculty members including special education teachers and speech therapists. Ongoing professional development on ELL strategies and methodologies, and research-based best practices is offered through staff development sessions, department meetings, study groups, faculty meetings, and one-on-one teacher conferences. Staff Development sessions are facilitated by the assistant principal, teachers, coaches, ESL/Bilingual coordinator, city and network ELL experts, and outside providers such as Word Generation, ACHIEVE3000, Dr. Calderon's RIGOR / ExC-ELL, and WestEd's Quality Teaching for English Learners (QTEL). Topics include: differentiating instruction, the workshop model, conferring, guided reading, testing genre, the NYSESLAT, analyzing student work, promoting vocabulary and grammar learning in context, increasing accountable talk, and teaching ESL through authentic literature, etc. Throughout the sessions the needs of ELL students in the mainstream content area classrooms are addressed, and sound instructional practices are modeled. Overall, the focus of professional development will be to add to and revise the ESL Units of Study that were developed last school year. Some of the items for review is the development of a curriculum map, a working document outlining in detail the role and responsibilities of the push-in teacher, and the development of formal ESL department unit assessments.

Support staff such as paraprofessionals, guidance counselors, special education teachers, psychologists, and speech therapists will receive training as it become available on how to address our ELL population. This year they have been invited to attend "Distinguishing Between Language Acquisition and Learning Disabilities" workshop offered by OELL on ProTraxx.

As facilitators, teachers provide the tools, scaffolding and structure for student learning. They need to incorporate a variety of teaching methods to respond to the multiple ways that students approach learning in order to help children progress at their own pace. This involves making decisions on which strategies to use, when and with whom to use them, and the rationale for implementing the practice based on student data. With input from the teachers in the ESL, bilingual, foreign language departments, I assess their professional development needs, then plan and coordinate meaningful and relevant workshops / coaching sessions that make connections between theory and best practices based on scientific research. Professional development will take place both in-house and within our new network structure to help teachers hone their skills in targeting their students' language needs and in developing the activities and practices so that the children realize language proficiency.

Teachers are supported by the school administration by frequent walkthroughs and constant feedback on the efficacy of their lessons. I.S. 61Q has developed a walkthrough protocol that focuses on higher order questioning, student-centered discussions, vocabulary development and differentiation. Our bilingual and ESL teachers have received feedback on the areas that need work in their lesson planning and delivery. We are planning to have at minimum 6 observations throughout the school year to provide feedback and support.

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Following is NYC Department of Education Chief Achievement Office Students with Disabilities and English Language Learners, Office of School Improvement and Restructuring, and UFT Teacher Center professional development conferences for which IS 61 Staff already has registered or is planning to sign-up:

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- ELL-Related Professional Development for School Secretaries – Giuliana Roccisano

Common planning periods (every teacher was programmed to attend one session a week) is implemented this year in an effort to sustain teacher learning centers (TLCs). During this time ELA, social studies and ESL teachers of the same grade as well as math and science

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

E. Parental Involvement

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

Parent Involvement

In addition to all the opportunities opened to all parents of IS 61 students, ELL parents are offered separate programs aligned with what their children are learning. This year we are continuing with the Computers for Youth program (CFY), which provides refurbished computers to families of sixth grade students with the stipulation that they must collect their computer after attending a Saturday afternoon session to learn how to work it. It is our fifth year with this grant. In addition, Learning Village has a parental outreach component in which parents are invited to learn about the program and help their children at home to use it. During the required training session Destination Success (DS) is featured as one of the home – school connection components of this grant. IS 61 will incorporate both of these powerful programs, ACHIEVE 3000 and Destination Success, into the ESL workshops offered to parents of ELLs during the Midweek Academy.

The Midweek Academy funded through the SIFE / LTE grant will be held on Wednesday nights beginning in February and will serve SIFE / LTE students and parents of ELLs. For students it will offer academic and guidance classes, which they can cycle through as needed. We planned the Midweek Academy for parents in the early evening because parents have indicated that these hours work best for them due to work and family obligations.

Parents needs are ascertained through informal meetings, formal outreach events (i.e.- Orientation Night, Curriculum Night, ESL Orientation Sessions), Parent Survey, and discussions with the School Leadership Team and the Parent Association. The role of the Parent Coordinator is key in the fact that she is a liaison between the school and parents. She is very much involved in parental outreach and is critical in evaluating parents' needs.

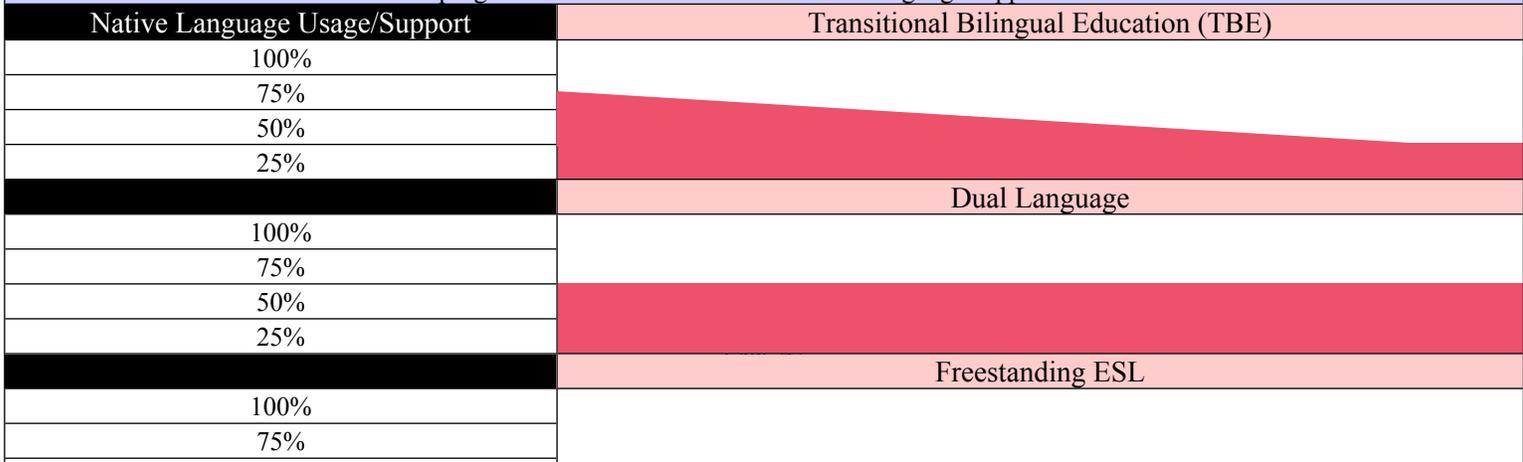
Currently, I.S. 61Q has staff on hand to provide translation services during any parental outreach event. A list of teachers and other staff members that speak a particular language is distributed to support this effort. This list is also posted in all the administrative offices.

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.



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Newly proficient students will be offered the opportunity to participate in the Title III Program for ELLs. They will also be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment. Once students have achieved English language proficiency as determined by the NYSESLAT examination, they are offered the opportunity to continue for one year as an opt-in student in ESL as long as there is space in the program. All former ELLs who achieved a level of proficiency within the last two years receive the same testing modifications as current ELLs. This affects more than 250 students this year. Many newly proficient students sit side by side their ELL classmates in classes with about half of each: general education (GE) and ELL students. This arrangement is beneficial for both the ELLs who are being mainstreamed and the newly proficient GE students who have this additional support to supplement and reinforce language learning.

In order to best serve the ELLs, Title III money gets set aside for programs that are developmental in nature. The rationale is that with these offerings comes the opportunity to grow academically, particularly with respect to mathematical conceptual and English language acquisition development in all four modalities: speaking, listening, reading, and writing. ELLs also grow socially, in terms of developing personal and meaningful relationships among the faculty and student population so as to built trust and loyalty within our school community. Weekday programs are offered to better meet these needs of our ELLs. They not only prepare students for state examinations, but strive to cultivate a well-rounded human being through the arts. A major event held in the early spring is International Night, our spring festival celebrating music, art, food, and dance of diverse cultures.

Title III programs are held before and after school hours and are coordinated and supervised by an administrator. Title III weekday morning / afternoon, and extended day programs are structured to target these five groups: SIFE ELLs, Newcomers, special education ELLs, Long-term ELLs, and former ELLs. These programs keep Maslow's Hierarchy of needs in the fore. The programs expose students to different curricula than what they learn during their regular classroom instruction. Teachers of SIFE and newcomers use ACHIEVE3000 or Building Vocabulary Foundations series by Teacher Created Materials. Teachers of LT and former ELLs use AMC Paradigm or Destination

B. Programming and Scheduling Information--Continued

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

The teachers providing Academic Intervention Services (AIS) services use data to inform instruction they deliver to the students, focusing on building literacy skills, mathematical conceptual understanding, or both. In addition to standardized test scores and item skill analysis, periodic assessments such as ACUITY and EdPerformance, as well as ELA exam, Math exam, NYSESLAT, and report card grades, are examined to determine progress, areas of strength, and areas in need of improvement. AIS is provided during the school day by one of our AIS teachers or one of the menu item teachers anywhere from 2 to 5 periods a week as pull-out small group sessions or push-in situation, during periods above and beyond what is mandated for a subject. A number of special education classes have "Reading Skills" scheduled twice a week as part of their regular program. All students at I.S. 61 also receive an additional period of Social Studies and Science.

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C. Schools with Dual Language Programs

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

I.S. 61Q has been implementing a Spanish/English Dual Language Program beginning in the 2010-2011 school year. Currently, we have one dual language class in the sixth grade and one in seventh grade. As currently designed, the class contains English Proficient students and English Language Learners. Both subgroups spend all their instructional time together. Teachers experienced in Spanish bilingual education have been assigned to administer instruction. Of the four major subject areas, ELA and Math are taught exclusively in English. Social studies and science are taught in both Spanish and English on a rotating schedule. Native language and English language support are given for clear content delivery. Since the program is new, we are in the process of review and revision. For example, we have determined that the school is lacking the appropriate materials in Spanish for both science and social studies. In our continuing effort to improve the program, we will be visiting middle schools that have successful dual language programs.

D. Professional Development and Support for School Staff

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

Professional Development

In order to maintain the high quality level of instruction, professional development is provided to all faculty members including special education teachers and speech therapists. Ongoing professional development on ELL strategies and methodologies, and research-based best practices is offered through staff development sessions, department meetings, study groups, faculty meetings, and one-on-one teacher conferences. Staff Development sessions are facilitated by the assistant principal, teachers, coaches, ESL/Bilingual coordinator, city and network ELL experts, and outside providers such as Word Generation, ACHIEVE3000, Dr. Calderon's RIGOR / ExC-ELL, and WestEd's Quality Teaching for English Learners (QTEL). Topics include: differentiating instruction, the workshop model, conferring, guided reading, testing genre, the NYSESLAT, analyzing student work, promoting vocabulary and grammar learning in context, increasing accountable talk, and teaching ESL through authentic literature, etc. Throughout the sessions the needs of ELL students in the mainstream content area classrooms are addressed, and sound instructional practices are modeled. Overall, the focus of professional development will be to add to and revise the ESL Units of Study that were developed last school year. Some of the items for review is the development of a curriculum map, a working document outlining in detail the role and responsibilities of the push-in teacher, and the development of formal ESL department unit assessments.

Support staff such as paraprofessionals, guidance counselors, special education teachers, psychologists, and speech therapists will receive training as it become available on how to address our ELL population. This year they have been invited to attend "Distinguishing Between Language Acquisition and Learning Disabilities" workshop offered by OELL on ProTraxx.

As facilitators, teachers provide the tools, scaffolding and structure for student learning. They need to incorporate a variety of teaching methods to respond to the multiple ways that students approach learning in order to help children progress at their own pace. This involves making decisions on which strategies to use, when and with whom to use them, and the rationale for implementing the practice based on student data. With input from the teachers in the ESL, bilingual, foreign language departments, I assess their professional development needs, then plan and coordinate meaningful and relevant workshops / coaching sessions that make connections between theory and best practices based on scientific research. Professional development will take place both in-house and within our new network structure to help teachers hone their skills in targeting their students' language needs and in developing the activities and practices so that the children realize language proficiency.

Teachers are supported by the school administration by frequent walkthroughs and constant feedback on the efficacy of their lessons. I.S. 61Q has developed a walkthrough protocol that focuses on higher order questioning, student-centered discussions, vocabulary development and differentiation. Our bilingual and ESL teachers have received feedback on the areas that need work in their lesson planning and delivery. We are planning to have at minimum 6 observations throughout the school year to provide feedback and support.

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Following is NYC Department of Education Chief Achievement Office Students with Disabilities and English Language Learners, Office of School Improvement and Restructuring, and UFT Teacher Center professional development conferences for which IS 61 Staff already has registered or is planning to sign-up:

- Quality Teaching for English Learners (QTEL) Five-Day Institutes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) – 4 Teachers during a holiday week
- Comprehensive Educational Plan (CEP) – Jerry Brito, Laura La Sala, Beth Garelick
- Annual Dual Language Conference – Mr. Brito, Ms. Hiraldo, and Mr. Berios-Matos
- Annual Professional Conference for Foreign Language Teachers – Ms. Martinez
- Bilingual Education Conference- Mr. Brito, Ms. Hiraldo
- ELL-Related Professional Development for School Secretaries – Giuliana Roccisano

Common planning periods (every teacher was programmed to attend one session a week) is implemented this year in an effort to sustain teacher learning centers (TLCs). During this time ELA, social studies and ESL teachers of the same grade as well as math and science

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Common planning periods (every teacher was programmed to attend one session a week) is implemented this year in an effort to sustain teacher learning centers (TLCs). During this time ELA, social studies and ESL teachers of the same grade as well as math and science teachers of the same grade meet in groups to collaboratively look at and discuss the following: curriculum, lesson planning, effective

E. Parental Involvement

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

Parent Involvement

In addition to all the opportunities opened to all parents of IS 61 students, ELL parents are offered separate programs aligned with what their children are learning. This year we are continuing with the Computers for Youth program (CFY), which provides refurbished computers to families of sixth grade students with the stipulation that they must collect their computer after attending a Saturday afternoon session to learn how to work it. It is our fifth year with this grant. In addition, Learning Village has a parental outreach component in which parents are invited to learn about the program and help their children at home to use it. During the required training session Destination Success (DS) is featured as one of the home – school connection components of this grant. IS 61 will incorporate both of these powerful programs, ACHIEVE 3000 and Destination Success, into the ESL workshops offered to parents of ELLs during the Midweek Academy.

The Midweek Academy funded through the SIFE / LTE grant will be held on Wednesday nights beginning in February and will serve SIFE / LTE students and parents of ELLs. For students it will offer academic and guidance classes, which they can cycle through as needed. We planned the Midweek Academy for parents in the early evening because parents have indicated that these hours work best for them due to work and family obligations.

Parents needs are ascertained through informal meetings, formal outreach events (i.e.- Orientation Night, Curriculum Night, ESL Orientation Sessions), Parent Survey, and discussions with the School Leadership Team and the Parent Association. The role of the Parent Coordinator is key in the fact that she is a liaison between the school and parents. She is very much involved in parental outreach and is critical in evaluating parents' needs.

Currently, I.S. 61Q has staff on hand to provide translation services during any parental outreach event. A list of teachers and other staff members that speak a particular language is distributed to support this effort. This list is also posted in all the administrative offices.

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | 68 | 78 | 94 | | | | | 240 |
| Intermediate(I) | | | | | | | 72 | 69 | 100 | | | | | 241 |
| Advanced (A) | | | | | | | 153 | 121 | 75 | | | | | 349 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 293 | 268 | 269 | 0 | 0 | 0 | 0 | 830 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|-----|-----|----|---|----|----|----|
| LISTENING /SPEAKING | B | | | | | | | 21 | 28 | 33 | | | | |
| | I | | | | | | | 29 | 30 | 57 | | | | |
| | A | | | | | | | 155 | 131 | 56 | | | | |
| | P | | | | | | | 65 | 53 | 97 | | | | |
| READING/ WRITING | B | | | | | | | 45 | 53 | 75 | | | | |
| | I | | | | | | | 70 | 67 | 97 | | | | |
| | A | | | | | | | 133 | 99 | 70 | | | | |
| | P | | | | | | | 22 | 23 | 1 | | | | |

| NYS ELA | | | | | | | | | |
|------------------------|---------|-----|---------|-----|---------|----|---------|--|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | 110 | | 111 | | 10 | | | 231 |
| 7 | | 139 | | 76 | | 3 | | | 218 |
| 8 | | 140 | | 73 | | | | | 213 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 72 | | 127 | | 59 | | 6 | | 264 |
| 7 | 69 | | 118 | | 51 | | 5 | | 243 |
| 8 | 63 | | 136 | | 43 | | 4 | | 246 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | 49 | | 158 | | 52 | | 3 | | 262 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

New York State Regents Exam

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

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | 58 | 29 | 45 | 93 | | 4 | 1 | 10 |
| Chinese Reading Test | 3 | 3 | 3 | 2 | | | | |

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

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

Currently, I.S. 61Q uses several assessment tools to determine the literacy skills of our ELLs. We use the NYS ELA, Math, Social Studies and Science assessments, LAB-R, NYSESLAT, ELA Periodic Assessments, and Pre/Post Unit Assessments. We have also recently reintroduced periodic assessments for ELLs and did our first round of testing this October. Along with these formal assessments, ELL teachers are also using unit final projects, ESL notebooks, and conference notes to target and differentiate instruction.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Leonardo Da Vinci, I.S. 61

School DBN: 24Q061

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------------------|-----------------------------------|-----------|-----------------|
| Joseph J. Lisa | Principal | | |
| Jerry Brito | Assistant Principal | | |
| Susana SantaCruz | Parent Coordinator | | |
| Wen Lu | ESL Teacher | | |
| Natalia Tobon | Parent | | |
| Samuel Berrios-Matos/Science | Teacher/Subject Area | | |
| Rosalie Garziano-Parker/Math | Teacher/Subject Area | | |
| Kristine Mc Cabe | Coach | | |
| Lisa O'Brien | Coach | | |
| Joseph Natale | Guidance Counselor | | |
| Daniel Purus | Network Leader | | |
| Sheryl Winkler | Other <u>Relater Service Prov</u> | | |
| | Other | | |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q061 **School Name:** Leonardo Da Vinci School

Cluster: 2 **Network:** CFN 208

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.

To ensure that all parents are equipped with appropriate and timely information in an accessible language, I.S.61 utilizes a variety of methods in order to assess the school's needs in terms of translation. First of all, a CEP review is conducted, and lines of communication are open between the Parent Coordinator, parents, and administrators, regarding parent needs, and information that needs to be shared. This is done primarily through the School Leadership Team and the Parent Association. In order to assess the dominant languages in the school, the RHLA on ATS is generated, and then a timeline is created in order to establish a steady flow of parental communication and determine cost factors for such translations. From there, highly proficient translators are sought after within the building via analysis of a school-wide language survey. These translators are clearly posted in the main and admission offices for easy accessibility. In order to communicate messages about important school functions, a school messaging system is in place that automatically calls each child's home and leaves a message in the child's home language, if that language is either Spanish or Chinese. The Department of Education offers letters home in multiple languages to communicate information and also provides a translation service for school-created memos to be translated into the home languages of the students. Lastly, to assess the language needs, several parents were selected at random during Parent Orientation Meetings and Back to School Night and other such events. These parents were surveyed about their particular language needs, which is then used to help refine existing translation services in the building.

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.

Based upon personal interactions with parents, findings indicated that parents who speak another language, especially lower incidence languages, prefer oral translations in their native languages when it came to receiving important information, since this provided a personal touch. Parents also revealed that if and when translators are available, they are more likely to participate in school functions.

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.

Parents will be informed of instructional and sports programs such as Supplementary Education Services (SES) and Academic Intervention Services (AIS), as well as, upcoming events and workshops, ESL classes, etc. through written communication. Outside vendors will have documents translated into various languages. Information will be offered in the family's home language so as to ensure that all measures are being taken to inform the school community of current happenings. In addition, parents and guardians of the ELL population will continue to receive information on how to go about interpreting and assessing overall performance on the NYSESLAT and how they, too, can aid in their child's language acquisition at home. When not available, we will send documents generated by school personnel to be translated into the home languages by members of the NYC Translation and Interpretation Unit. The languages offered are Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu. However, this unit is limited to the type of documents that they are permitted to translate, which include letter, flyer/notice/handout, newsletter/calendar, form/survey, and reference guide/handbook. When other types of documents need to be translated or translations are requested from languages not provided, IS 61 can contract outside vendors.

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.

In order to meet the needs of our non-English speaking parents, and so as to leave the lines of communication open between home and school, I.S. 61Q will continue to provide appropriately translated Parent Information Sessions by in-house school staff or parent volunteers. Topics discussed during PTA meetings and special orientation evenings include the criteria for promotion, the high school application process, increase involvement and participation in Title I, III, SES, Sports and Arts, and other programs, understanding student assessment methods, state testing, academic standards, and strategies that they can incorporate into their own regimens to improve the students' fluency, comprehension, and content-area skill building. During parent / teacher conferences, teachers can use the Department of Education's phone

translation system or one of the paraprofessional who is being compensated to provide translation services. During meetings with parents, the school will also provide simultaneous translation by a qualified member of staff through technology use.

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>.

The school has copies of the Bill of Parent Rights and Responsibilities available in sixteen language at the front desk, main office, and pupil accounting office. Signs indicating the availability of translation services in sixteen covered language have been placed at the main entrance to the school on the way to the main office.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|---------------------------|
| Name of School: Leonardo Da Vinci School | DBN: 24Q061 |
| Cluster Leader: Charles Amundsen | Network Leader: Dan Purus |
| This school is (check one): <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of ELLs to be served: 819 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 22 # of certified ESL/Bilingual teachers: 22 # of content area teachers: 8 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In order to best serve our English Language Learners (ELLs), Title III money is set aside for programs that are developmental in nature. The rationale is that with these offerings comes the opportunity to grow academically, particularly with respect to English language acquisition in all four modalities: speaking, listening, reading, and writing. ELLs also grow socially, in terms of developing personal and meaningful relationships among the faculty and student population so as to build trust and goodwill within our school community. Weekday programs are offered to better meet these needs of our ELLs academically and socially to cultivate well-rounded human beings. For example, a major event held in the early spring is International Night, our spring festival celebrating music, art, food, and dance of diverse cultures.

Title III weekday morning / afternoon, and extended day programs are coordinated and supervised by an administrator and structured to target these five groups: SIFE ELLs, Newcomers, special education ELLs, Long-term ELLs (LTEs), and former ELLs. They offer ELLs instruction in reading fluency and comprehension through such programs as Achieve 3000 and Destination Success. Literacy, math and science concepts are taught through Riverdeep Destination Math and Riverdeep Destination Reading. Further assistance is offered in programs such as the Bilingual Math Test Preparation, Chinese Bilingual Content Tutorial, and Newcomers' program. All these programs will be aligned with the Common Core Learning Standards and focus on infusing vocabulary acquisition and comprehension strategies into content area lessons. Title III morning sessions run from 7:00 am to 8:00 am, and 7:30 am to 8:00 am with students staying on for the extended day session, which is over at 8:37 am. Afternoon sessions generally begin at 3:15 pm and end at 4:15 pm unless otherwise noted. The hope is that with the help of such programs, our ELLs will embrace their academic environment, and build strong relationships, as well as vital literacy, math, and critical thinking skills.

We will continue using technology to help differentiate instruction in our before-and-after school programs. These extracurricular classes will use such support programs such as Riverdeep Math and Reading, Renaissance Math, Achieve 3000, small group instruction during extended day, menu-item tutoring, or lunch and learn time, etc.. Licenses will be brought of these programs as needed.

ESL and bilingual teachers will be the service providers for the Title III instructional programs listed below. ACHIEVE 3000 and Riverdeep are dual language since there is an option for Spanish. The

Part B: Direct Instruction Supplemental Program Information

language of instruction for the rest of the programs is English, unless otherwise indicated

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:

Throughout the school year, teachers of ELLs participate in professional development workshops and study groups in order to learn specific strategies and techniques to help the students achieve their greatest potential. This year we will continue to develop the ESL curriculum implemented during the 2010-2011 school year. Consequently, Title III money will be used to refine the curriculum, align it with Common Core Learning Standards, and further enhance internal assessment criterias so that they reflect a increasingly rigorous curriculum. Since the ESL curriculum uses Social Studies and English Language Arts themes as a delivery method for ESL instruction, we will look to include teachers in these content areas during curriculum development.

In addition, our network has designated our school an ESL lab site. The ESL lab site will be facilitated by Mariann Cucchiara, a specialist in ESL instruction. The purpose of the lab site will be two-fold. First, several of our ESL teachers will participate in professional development sessions to strengthen their knowledge base on best practices vis-a-vis ESL students. Professional development sessions will emphasize vocabulary development. Second, these teachers will then use the strategies in their classrooms to target their instruction more effectively. These teachers will model these instructional strategies for visiting teachers and administrators from schools within the network.

Finally, our teachers will participate in off-site professional development sessions to focus their instruction. For example, we will be inviting our teachers to participate in Q-TEL Professional Development sessions in February, which is offered through the New York City Department of Education's Office of English Language Learners.

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

Part D: Parental Engagement Activities

Begin description here: Parent Involvement

It is important that the parents our our ESL students are fully involved in the educational process. Being new to the country and learning a new language can be challenging for our students. As such, I.S. 61Q has several options in promoting communication between parents and the school community.

First, ESL parents are offered separate programs aligned with what their children are learning. For example, we are continuing our affiliation with the Computers for Youth program (CFY), which provides refurbished computers to families of sixth grade students with the stipulation that they must collect their computer after attending a Saturday afternoon session. Parental participation in the program is mandatory in order. Another program, Learning Village, has a parental outreach component in which parents are invited to learn about the program and help their children at home to use it. During the required training session Destination Success (DS) is featured as one of the home – school connection components of this grant. IS 61 will incorporate both of these powerful programs, ACHIEVE 3000 and Destination Success, into the ESL workshops offered to parents of ELLs during parent classes.

As mentioned previously, parent classes will be offered during the Spring at I.S. 61Q. The purpose of these classes is to help parents attain fluency in English. Though we focus on the needs of our ESL students, their parents are oftentimes dealing with the same issues that arise when learning a second language. The difference is that they do not have a formal school environment to help them. We will be running classes after school hours during the week. Classes will be taught by a licensed teacher from I.S. 61Q. Along with helping them acquire English, these classes also allow for conversations to discuss their children's educational needs. Also, students and their parents can have a common experience from which to have deep, meaningful discussions that focus primarily around academics.

Parents needs are ascertained through informal meetings, formal outreach events (i.e.- Orientation Night, Curriculum Night, ESL Orientation Sessions), Parent Survey, and discussions with the School Leadership Team and the Parent Association. The role of the Parent Coordinator is key in the fact that she is a liason between the school and parents. She is very much involved in parental outreach and is critical in evaluating parents' needs.

Currently, I.S. 61Q has staff on hand to provide translation services during any parental outreach event. A list of teachers and other staff members that speak a particular language is distributed to support this effort. This list is also posted in all the administrative offices.

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 | | |