



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** INTERMEDIATE SCHOOL 61 LEONARDO DA VINCI

**DBN (i.e. 01M001):** 24Q061

**Principal:** JOSEPH J. LISA

**Principal Email:** JLISA@SCHOOLS.NYC.GOV

**Superintendent:** MADELINE CHAN

**Network Leader:** PETRINA PALAZZO

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Joseph J. Lisa	*Principal or Designee	
Joseph Natale	*UFT Chapter Leader or Designee	
Adys Garcia	*PA/PTA President or Designated Co-President	
Joanne Huelstrunk	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Luisa Mendez	Member/ Parent	
Leticia Vargas	Member/ Parent	
Alba Acosta	Member/ Parent	
Omaira Pena de Olivo	Member/ Parent	
Maria Quiroz	Member/ Parent	
Francia Sempertegui	Member/ Parent	
Noemi Varela	Member/ Parent	
Robert Aiello	Member/ Staff	
Jean F. Bena-Kelly	Member/ Staff	
Angelo Carboni	Member/ Staff	
Erin O'Leary	Member/ Staff	
Giuseppina Napolitano	Member/ Staff - Chairperson	
	Member/	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June of 2014, 100% of school leaders will utilize the new teacher evaluation system to successfully complete observations as evidenced by teacher growth observed over the course of the year (from ineffective/developing to effective/highly effective) within the components of the Danielson rubric to elevate school-wide instructional practices.

### **Comprehensive Needs Assessment**

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

After analysis of last year's teacher observation reports through *TeachBoost*, we found that many of our pedagogues received a rating of 'developing' within domain 3 of the Danielson rubric (particularly domains 3b and 3c.) While teachers were aware of the framework for teacher practices including the Depth of Knowledge matrix, the level of questioning promoting rigorous discussion across classrooms was inconsistent. The deficiency of clearly planned higher-order questions and scaffolds to support learning did not consistently offer all students the opportunity to demonstrate their learning and exhibit their thinking through deep discussions and high quality work products. (QI 1.1, 1.2, 1.3, 3.1, 4.1, 4.2)

### **Instructional Strategies/Activities**

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

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

1. Training Teachers and Administrators on the new teacher effectiveness evaluation process
2. All teachers will participate in a series of Professional Development sessions on the Danielson Framework components including teacher selected PD via survey on Election Day that will shift teaching practices
3. Substitute teacher coverage for teacher led workshops and/or modeling of highly effective lessons
4. Administrators will conduct a minimum of 3 classroom observations with a focus on domain 3b and 3c of the Danielson rubric
5. Continued use of TeachBoost, a web based program, for ease of access for administrators and to potentially require teacher reflection reports
6. Administrators will conduct analyses of teacher growth through TeachBoost reports over the course of the year
7. Teachers will use Aris Learn for their own professional growth of domain 3b as well as other domains they are rated as 'inefficient' or 'developing' in

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

1. All teachers, Lead Teachers, Administrators, and Coaches

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

1. Administrators will conduct an analysis of the TeachBoost ratings to assess the effectiveness of the professional growth practices as evidenced by an increase in 'effective' and 'highly effective' within domain 3b and 3c as well as the other 20 components of the Danielson rubric

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

1. All teachers will be observed a minimum of 4 times between October 2013 and May 2014
2. Analysis of TeachBoost will occur in January and in May 2014

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

1. Lead teachers from each department will meet with administrators to discuss professional growth PD's directly related to the Danielson rubric with particular emphasis on instructional strategies designed to promote high level student discussions as a result of best questioning practices.
2. Administrators will provide feedback to teachers after each observation so that they might improve their effectiveness in all domains with particular attention to 3b and 3c of the Danielson rubric

### **Strategies to Increase Parental Involvement**

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

This goal does not require parental involvement.

### **Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants

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

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

By June of 2014, students designated as Long-Term English Language Learners will decrease from 28% to 25% of our ELL population, as demonstrated by attaining proficiency in the NYSESLAT administered this Spring.

### **Comprehensive Needs Assessment**

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

After careful review of last year's NYSESLAT Results along with Demographic information relating to our current ELL population, we found that more than a quarter of our ELL's are designated as Long-Term. We identified this as a learning gap that required adjustments to curricular and instructional decisions so that ELL's could demonstrate increased mastery. After being cited from the New York State Department of Education, we had further reason to add this as a focus for our 2013-2014 education plan. (QI 2.2, 3.1, 4.2, 5.1)

### **Instructional Strategies/Activities**

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

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

1. Long-term ELL's will be provided with academic intervention services through the use of the web based programs: Myon Reader, Achieve 3000 and Destination Success. These programs apply research based strategies to enhance reading comprehension and vocabulary development for the purpose of increasing proficiency in the English Language.
2. Implementation of the EMS Literacy Paradigm exclusively for Long Term ELL's which infuses research based methods for vocabulary development with the use of basal readers, trade books, scaffolding techniques and teacher/student reference materials
3. ESL teachers meet twice a week to reform the ESL Curriculum and Assessments to align with the Common Core Learning Standards for Literacy
4. All teacher teams (Inquiry, Grade Level) will receive training on ESL strategies to modify instruction in all content areas
5. Professional Development for ESL teachers, through collaboration with the Center for Integrated Teacher Education

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

1. All Teacher Teams, ESL Teachers, ESL Coordinator, ESL Administrator

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

1. Post-Tests after each unit of study, at least four times a year
2. NYSESLAT results in June 2014
3. Data systems will be frequently monitored by ESL teachers and the ESL Coordinator to provide evidence of student growth

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

1. A minimum of four summative assessments constructed with total alignment to the Common Core Learning Standards.

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

1. Inquiry Teams comprised of students' common subject teachers by grade level meet one time a week to discuss ELL strategies and review student work to identify needs and determine if growth is taking place
2. ESL Coordinator ensures all English Language Learners are in the appropriate class to receive the academic interventions Long Term ELL's require
3. ESL Teachers meet two times a week during Common Planning to collaborate on the Common Core aligned Curriculum and Summative Assessments. They discuss the implementation and effectiveness of the instructional strategies executed on a weekly basis.

### **Strategies to Increase Parental Involvement**

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

- 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.

- Parents are encouraged by Teachers, Administrators, Guidance Counselors, Deans and the Parent Coordinator to frequently login to Engrade to monitor how their child is performing on a daily basis.
- Teachers provide information regarding ELA curriculum and expectations to parents/guardians throughout the school year
- 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
- All information that can be translated for our ELL population are sent home to parents/guardians in their native language whenever possible

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2014, at least 50% of parents/guardians will be directly involved in their child's academic progress as measured by frequency of parental logins of their child's online grade-book thereby improving academic progress in all subject areas from increased parental support with the knowledge of their child's daily progress in each class.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
State assessments are now fully aligned with CCLS, so we are challenging students this year to complete more rigorous work to prepare them to be successful in the world beyond school. We acknowledged the need to encourage families to support their children in rising to this new challenge. We had begun the process of creating a system to regularly and collaboratively look for evidence of growth and gaps in student work with a pilot of the cost free Engrade online gradebook. This year, we purchased EngradePro to enhance the current system and create a more sophisticated approach to share evidence of student progress with families. (QI 2.2, 4.2, 5.1)

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Integration of a new Parent Resource Center providing internet access for parents before, during, and after school hours.</li> <li>2. Upgrade to EngradePro with additional features allowing teachers to contact parents via methods such as text messages with information regarding completion of assignments and deadlines.</li> <li>3. Technology coordinator providing professional development in house.</li> <li>4. Training of Guidance Counselors to discuss Engrade with every parent visit and to teach first time users how to log on and use Engrade Productively</li> <li>5. Parent workshops on scheduled Fridays run by the Technology Assistant Principal</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. All Teachers, Parent Coordinator, Guidance Counselors, Administrators</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Parent logins will be reviewed to assess the percentage increase</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. After each marking period and finally in June of 2014.</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Guidance Counselors and the Parent Coordinator will train parents during every visit.</li> </ol>

2. Technology Assistant Principal provides login information and direction sheets to be sent home for parents.
3. Login information and direction sheets are provided during Parent Teacher Conferences and PTA meetings.

**Strategies to Increase Parental Involvement**

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

- 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
- 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

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

- By June 2014, our mean adjusted growth percentile for the NYS ELA Exam will increase by 3 points.

**Comprehensive Needs Assessment**

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

After review of the 2012-2013 NYS ELA Exam, we found a major gap between periodic assessments (such as Performance Series) and the NYS Exam, where 16% of 6<sup>th</sup> graders, 12% of 7<sup>th</sup> graders and 14% of 8<sup>th</sup> graders attained proficiency on the NYS Exam.

(QI 1.1, 2.2)

**Instructional Strategies/Activities**

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

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

1. ELA Curricula complete alignment to the Common Core Learning Standards
2. All materials were adjusted after evaluation using the 'Literacy Instructional Materials Review Rubric' supplied by the NYCDOE
3. Providing support for reviewing and revising curricula using Universal Design for Learning to ensure access for all learners
4. More rigorous pre/post tests aligned to Common Core Learning Standards to provide more accurate assessments of proficiency level so that teachers can provide interventions to students reading below grade level.
5. MOSL selections of ELA as a 'whole-school' focus for teacher's local assessment data comprising 20% of their end of year rating
6. ELA teachers providing professional development for content area teachers to use literacy strategies within their discipline
7. Providing resources for teaching literacy in content areas during Extended Day

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

1. Administrators, ELA Coach and Lead Teachers, all ELA teachers, all content area teachers

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

1. Post test growth (in comparison to pre-tests administered before the start of each unit) after each unit of study at least four times a year including one at the end of each marking period.
2. Performance Series Data analysis in November, January and May to identify growth in students' lexile reading levels and students' grade reading levels.

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

1. Post tests are administered four times during this academic year with alignment to school year terms.
2. Performance Series will be administered 3 times – October, January, and May.

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

1. Inquiry Teams comprised of groups of teachers by grade level meeting once a week every week. Teaching literacy in content areas workbooks along with the strategies turn-keyed by ELA teachers during Extended Day two times each week.

**Strategies to Increase Parental Involvement**

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

- 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.
- Parents are encouraged by Teachers, Administrators, Guidance Counselors, Deans and the Parent Coordinator to frequently login to Engrade to monitor how their child is performing on a daily basis.
- Teachers provide information regarding ELA curriculum and expectations to parents/guardians throughout the school year
- All information that can be translated for our ELL population are sent home to parents/guardians in their native language whenever possible

**Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

- 1.

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

- 1.

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

- 1.

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

- 1.

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

- 1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent

Involvement Policy (PIP).

***Budget and Resource Alignment***

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

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	WILSON Reading System, REWARDS Program, Achieve 3000, MyOn reader online reading program	Small group instruction, Pull out groups, one-to-one	During the school day, before school during 37.5 minutes, after school programs
<b>Mathematics</b>	Destination Math, Carnegie Learning materials and teacher created materials	Small group instruction, Pull out groups, one-to-one	During the school day, before school during 37.5 minutes, after school programs
<b>Science</b>	Literacy strategies executed in Discipline related text.  RTI through the Inquiry Process	Small group instruction, Pull out groups, one-to-one	During the school day, before school during 37.5 minutes, after school programs
<b>Social Studies</b>	Literacy strategies executed in Discipline related text.  RTI through the Inquiry Process	Small group instruction, Pull out groups, one-to-one	During the school day, before school during 37.5 minutes, after school programs
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counseling	Guidance Counselors meet with individual students to discuss attendance, goal-setting, study habits and issues affecting self esteem	During the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Our Network Human Resource Director verifies the credentials of all candidates to ensure that they hold a valid NYS certification in the correct license area.</li> <li>• The BEDS survey is used to ensure that all teachers are teaching within their license area.</li> <li>• We interview Highly Qualified Teachers from the New Teacher Finder, The Open Market Hiring System, and the Absent Teacher Reserve Pool.</li> <li>• We provide teachers with instructional resources and professional learning opportunities designed to ensure high quality instruction.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• 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 in Charlotte Danielson's rubric of teacher effectiveness over a period of time to improve students' demonstrated knowledge and skill levels in reading, writing and mathematics, as measured by portfolios of student work, Common Core aligned 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.</li> <li>• 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.</li> <li>• We program Common Planning time for teachers of the same subject to meet weekly. This provides time for nurturing new teachers as they work with teachers that are experts in their content as well as in implementing best practices with research based instructional strategies.</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Tax levy dollars will be used to hire qualified teachers, and to finance Saturday and after school classes in ELA and Math. The SETSS and ELL teachers will also be supporting students using tax levy dollars. I.S. 61 qualifies for Conceptual Consolidation since we are a Title I Schoolwide Program (SWP). We continuously monitor school based programs that use Federal, State and local funds to ensure that they meet the intention of meeting the needs of students eligible for these services. Within our school, the following services are provided to staff and/or students:

- Professional Development conducted by Instructional Leads in all subject areas.
- After school program in ELA and Math
- Use of ELA Instructional Coach and Math Instructional coach
- Teams of teachers using the process of Inquiry to incorporate research based instructional interventions
- 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
- New York Junior Tennis League & The Sports and Arts Foundation
- Legal-Aide Society

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

#### **Measures to Include Teachers in Decisions Regarding Assessments**

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

- MOSL team selected the assessments used to measure student learning using Baseline and Benchmark assessments.
- All Departments utilize teacher collaboration for the development of Common Core Aligned Pre and Post Tests designed to promote rigorous instruction.
- All pedagogues use formative and summative assessment data to inform instruction daily to meet the needs of all learners.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

I.S 61'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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

I.S. 61, 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 1<sup>st</sup> 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.

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

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

## Part I: School ELL Profile

### A. School Information

District <b>24</b>	Borough <b>Queens</b>	School Number <b>061</b>
School Name <b>Leonardo da Vinci</b>		

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

Principal <b>Joseph J. Lisa</b>	Assistant Principal <b>Laura La Sala</b>
Coach <b>Kristine McCabe</b>	Coach <b>Lisa O'Brien</b>
ESL Teacher <b>Wen Lu</b>	Guidance Counselor <b>William Rohan</b>
Teacher/Subject Area <b>Brandon Mayer, Social Studies</b>	Parent <b>Francia Sempertegui</b>
Teacher/Subject Area <b>Stacey Burgoyne, Science</b>	Parent Coordinator <b>Susana SantaCruz</b>
Related Service Provider <b>Gloria Weinstein</b>	Other <b>Oleksandr Klyevanov</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>10</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>11</b>	Number of certified NLA/foreign language teachers	<b>4</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>6</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>2355</b>	Total number of ELLs	<b>752</b>	ELLs as share of total student population (%)	<b>31.93%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	2	1					4
<b>Dual Language</b> (50%:50%)									1					1
<b>Freestanding ESL</b>														
self-contained							13	11	14					38
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	14	13	16	0	0	0	0	43

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	752	Newcomers (ELLs receiving service 0-3 years)	347	ELL Students with Disabilities	225
SIFE	49	ELLs receiving service 4-6 years	193	Long-Term (completed 6+ years)	212

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	97	19	8	0	0	0	4	0	4	101
Dual Language	15	2	0	1	0	0	0	0	0	16
ESL	235	24	27	192	4	80	208	0	106	635
Total	347	45	35	193	4	80	212	0	110	752

Number of ELLs who have an alternate placement paraprofessional: 13

### 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							30	40	31					101
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>40</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>101</b>

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP														
Spanish																	16	15	16	15
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>	<b>16</b>	<b>15</b>	<b>16</b>	<b>15</b>															

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 31      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 31  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**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							224	163	181					<b>568</b>
Chinese							8	8	6					<b>22</b>
Russian							1	0	2					<b>3</b>
Bengali							3	1	4					<b>8</b>
Urdu							3	0	3					<b>6</b>
Arabic							0	1	1					<b>2</b>
Haitian							0	0	0					<b>0</b>
French							1	1	1					<b>3</b>
Korean							0	0	0					<b>0</b>
Punjabi							0	1	1					<b>2</b>
Polish							0	0	0					<b>0</b>
Albanian							0	0	0					<b>0</b>
Other							7	3	11					<b>21</b>
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>247</b>	<b>178</b>	<b>210</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>635</b>

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							51	69	76					<b>196</b>

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							46	38	66					150
Advanced (A)							179	112	115					406
Total	0	0	0	0	0	0	276	219	257	0	0	0	0	752

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	179	46	2		227
7	168	19	0		187
8	186	19	1		206
NYSAA Bilingual (SWD)				1	1

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	189		59		9		2		259
7	149		47		7				203
8	198		34		2				234
NYSAA Bilingual (SWD)							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	35		110		47				192
NYSAA Bilingual (SWD)							1		1

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	53	26	36	92	0	0	2	13
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Due to unavailability of the NYSESLAT data by grouped modalities for 2013 administration on the RNMR report we are unable to analyze how patterns across NYSESLAT modalities--reading/writing and listening/speaking--will affect our instructional decisions.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?  
Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here:
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Given the fact that ELLs have transitional bilingual, free-standing ESL, and dual language program options, our school's 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. Parents are informed about the programs offered to ELLs through parent orientation meetings, which are held daily on a one-on-one basis.

When parents register their child, I.S. 61 conducts an on-the-spot, one-on-one parent orientation. The ELL Coordinator / an

available ESL teacher, a certified pedagogue, conducts this in-take process, which begins with filling out the HLIS. If at least one question in Part 1 and two questions in Part 2 of the child's HLIS indicate that the student uses a language other than English this student is considered to have a home language other than English. Once it has been determined that the child's home language is other than English, the ELL Coordinator / ESL teacher immediately interviews the parent and the child. This initial screening of the child often includes administering the LAB-R examination to the student instantaneously, so that more information is available to make an informed decision on placement. During this interview parents are provided with a copy of the Parent Brochure in their preferred language and are shown the DOE video on the three types of programs for ELLs in the parents' preferred language. If necessary the interviewer invites an available qualified interpreter to assist in communicating with the parents in their preferred language. Once it is clear that the parents understand all three program choices and have had all their queries addressed, they complete the Parent Survey and Program Selection Form in their preferred language. The whole in-take process ensures that ELLs are placed in parent-chosen, educationally appropriate programs without delay. All eligible newcomers are administered the LAB-R within ten days of the registration. It is hand-scored on the same day and the final placement decision is made by the ELL Coordinator and a school administrator. Newly-admitted students whose home language is Spanish are also administered Spanish LAB within ten days after registration. Finally, Entitlement/Non Entitlement letters and Placement letters in parents' preferred language are sent home with the student. When parents choose a program not offered in the school, or if currently there is no room in the program of their choice, then they are offered the option of transferring their child to a school that offers that program. IS 61 then keeps records of the parent choice and will notify them when the program of their choice becomes available.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

During the registration, parents are provided with a copy of the Parent Brochure in their preferred language. At the same time they are shown the DOE video describing the three program choices in their preferred language. During the registration, available qualified interpreters help the ELL Coordinator / ESL teacher answer parents questions if any.

Other opportunities for parents to receive 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.

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 with the help of available qualified interpreters.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At I.S. 61, the in-take process includes filling out the Parent Survey and Program Selection form. Parents complete this form during the registration. The original is then kept in the student's cumulative record and a copy is made which is kept separately by the school's ELL Coordinator. The entitlement/non entitlement letter along with the placement letter are sent home with the student within ten days of the registration.

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.

Newly registered ELLs are placed in TBE or ESL programs based on the parent choice. If there is no room in the program of their choice, parents are offered during the registration the option of transferring their child to a school that has available seats in that program, e.g., IS 235 Academy for New Americans. At all times the school's registration team communicates with the parents in the parents' preferred language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

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). All ELLs take this examination in accordance to the city-wide testing calendar, which has it scheduled from mid-April until the end of May. The school testing team creates a schedule for administering all the four sections of the NYSESLAT and makes sure proctors are provided all necessary materials on the days of the test administration. Students who miss at least one section are given a chance to take it during the make-up period.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

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 choose the TBE program: on average 90% of the families. A small number of Spanish-speaking families have indicated the ESL program as their first choice 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 (about 80%) to request the ESL program with only some parents requesting the TBE program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Instruction for ELLs has been aligned with the common core state standards, and delivery of ESL services is provided through a combination of self-contained ESL classes and a push-in/co-teaching model. ELLs are grouped in classes according to their grade level and travel together as a group. There are no ungraded classes in our school. The large number of ELLs in our school (752) allows us to group them in classes more or less homogeneously. Most ELL classes have students at one or two consecutive proficiency levels, e.g., Beginner/Intermediate, or Intermediate/Advanced. Some Advanced ELL classes also include former ELLs who have recently tested out on the NYSESLAT.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 

I.S. 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/NYSITELL will determine the implementation of the 180 or 360 minutes of ESL instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

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

In order to evaluate ELLs in their native language throughout the year content area teachers of ELLs utilize various translation services to obtain copies of content area assessments translated into home languages of their students. Every May, ELLs in the TBE and DL programs as well as EPs take the ELE (Spanish Reading) Test.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

At the beginning of each unit our ELLs take a pre-test which provides their ESL teachers with a base line of the students' Reading skills. At the end of each unit students take a post-test to assess their progress in Reading. Also at the end of each unit of study students complete a written assignment to address the essential question of the unit. This assessment is used to evaluate ELLs' Writing skill.

At the beginning of each lesson, our ESL teachers use NYSESLAT type questions targeting the Listening and/or Speaking skill. Teachers then use their observations for informal assessment and warm-up quizzes for formal assessment of their ELLs' Listening and Speaking.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Plan for SIFE Students

From the RSFE report generated through ATS, we initially have identified 49 SIFE students. 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), the Spanish LAB for Spanish speakers, and the Oral Interview Questionnaire. In addition to these formal assessment tools, we use teacher observation and analysis of student class work. 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.

During the school year our school's 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;
- Interview/inquiry into student's academic background

I.S. 61 was very fortunate to participate in SIFE-targeted grants. However, due to the many different after school programs offered to students through Title I, and outside agencies that operate in our school building after hours such as NYJTL, and the different responsibilities that preclude our students from attending the extended day session, we can ensure that only most 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 will benefit from these programs as they allow for differentiation of instruction. By implementing them, we are being proactive, and taking steps to decrease the number of students who may become LTEs. Through the DOE targeted funding these past years, we have procured ACHIEVE 3000, Destination Success, and EMC Paradigm. Academic Intervention Services (AIS) provide SIFE and Long-term ELLs (LTEs) with additional support to increase literacy and mathematics skills. 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.

Teachers of SIFE students participate in professional development study groups in order to learn specific strategies and techniques that 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.

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 as the teachers look on. Questions are addressed on the spot. During the workshops, instructional strategies are discussed and program features are demonstrated. Teachers who are more experienced conduct our in house professional development workshops. We have found that teachers appreciate the opportunity to learn from each other and this balances their professional learning opportunities with both inside and outside "experts". The 2013-2014 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 among other things 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.

#### Plan for Newcomers

Parents of students who are new to this country or have been provided ESL services for less than three years need a lot of support from all members of the school community in order to facilitate the transition into the new culture and school system. Through translation funding, teachers and paraprofessionals can receive per session compensation for performing any of the following services outside of the school day.

- Communicating information about the school's academic program and students' participation
- Providing information about a child's academic performance and approaches to increasing achievement, i.e., during open school week / parent teacher conferences
- Enhancing parents' understanding of academic standards, assessments and tests
- Informing parents about NCLB choice and supplementary education services and other Department of Education programs that offer challenging learning opportunities
- Translating home – school communications for immediate dissemination (insufficient time to send out to translation unit)

- Recording messages for automated phone system in order to increase student and parent participation in school activities

In the classrooms, teachers can partner these students with a buddy who speaks the same language in order to provide assistance as needed. During the thirty-seven and a half minute Extended Day time newcomer ELL receive targeted instruction with utilizes Destination Success, ACHIEVE3000, and other proficiency level/age appropriate instructional materials such as picture dictionaries and True Stories series. Along with Extended Day and Title III extra-curricular programs, newcomers are placed into classes according to their English proficiency levels. During the work period, tiered activities are used to target the varied language proficiency needs.

#### Plan for Long-Term ELLs

I.S. 61 will continue to support long-term ELLs by providing them with individualized instruction as well as AIS services. In the classroom, instruction about grammatical forms and structures will be imbedded in meaningful activities. ESL instruction will integrate literacy with academic content. Teachers will continue to draw on students' cultural and linguistic backgrounds and life experiences.

Through the ATS report, we identified 213 Long-term ELLs (LTEs). This is 28% of the total number of ELLs in our school. In the past two years we have managed to reduce the number of LTEs from 40% to the current 28%. In an effort to move our LTEs in accomplishing the goal of English language proficiency, their teachers provide them with the academic language necessary to succeed. Data driven differentiation, including small group remediation used within the work period of a lesson, is paramount. Instruction is geared toward helping our long-term ELLs build literacy skills and strategies, such as: inferring, finding the main idea, and identifying cause and effect, so that they eventually internalize the habits of proficient readers and writers, which will equip them for their journey as life-long learners. The use of books on tape, reinforcing the read aloud in the listening center, will increase comprehension and fluency. Lessons are based on the Common Core State Standards. The new ESL curriculum developed by our ESL department is a comprehensive program that offers research-based methods for vocabulary development, reading comprehension, as well as the writing process. This curriculum is based on a set of most important reading skills as well as language and vocabulary skills. It incorporates scaffolding techniques and comprehension strategies including graphic organizers, and is accompanied by a set of grade appropriate texts that help students answer the essential question of each unit. Long-Term ELLs will continue to be targeted in before and after school programs.

#### 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 ELLs. This affects almost 300 students each 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.

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

Teachers of ELL-SWDs plan and deliver their CCSS aligned instruction based on their students' IEP. To provide access to academic content areas and accelerate English language development teachers of ELL-SWD use various assessment tools such state-wide tests, periodic assessments, and unit pre-tests to determine the entry points for the content area instruction. Teachers also collaborate with ESL teachers to identify the vocabulary words and language structures related to each individual lesson that may need to be pre-loaded in order to make the content more accesible. During the lesson both content area and ESL teachers work together to differentiate the instruction to groups or individual students. All content area materials are selected by the both content area and ESL teachers in collaboration to make sure they are grade-level appropriate and address the IEP goal of each individual student.

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

In order to enable our ELL-SWDs to achieve their IEP goals and attain English proficiency along with self-contained 12-1 and 12-1-1 classes we have a large number of ICT-ELL self-contained classes with no more than 12 students with IEPs and 18 students without IEPs. This brings the total number of students in such class to 30 which makes it the least restrictive environment. Teachers of our ICT-ELL classes use the same CCSS-aligned curriculum for content areas and ESL instruction as

any other class without SWDs. Contents area teacher and SE teacher as well as ESL teacher work together as a team to plan instruction for their ELL-SWDs. Once a week they meet for 45 minutes in inquiry groups to discuss their students' progress and plan further instruction. ELL-SWDs are also encouraged to attend the extended-day activities where they receive extra instruction in various content areas as well as in the English language.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

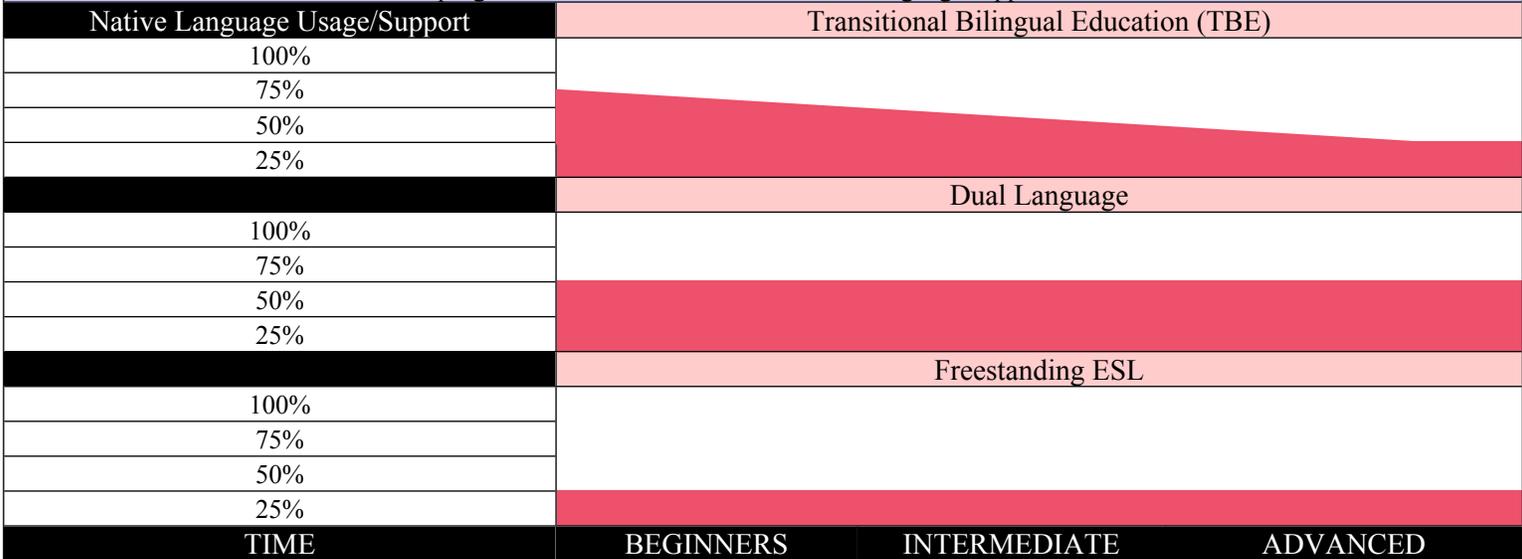
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- At IS 61 we have a wide range of intervention programs for ELLs in various content areas. ELA and ESL teachers use Word Generation, ACHIEVE3000, and Destination Success Reading to supplement their language instruction in English. Math teachers of ELLs use Destination Success Math in both English and Spanish to supplement their instruction in Math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is fully aligned with the CCSS and utilizes a wide range of supplemental intervention programs. Its effectiveness is manifested in decreasing number of LTES: from 39% in 2011 to 28% in the current year, and by a high number of ELLs who achieve proficiency on the NYSESLAT every year: 18%.
11. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school year we will introduce the EngradePro which will be used by all teachers at IS 61. On EngradePro teachers will enter the grades for pre/post tests, written assignments, homework, other assignments and their comments on students day-to-day performance. Parents will be provided with their own personal accounts in order to access their children's records on EngradePro and to communicate with individual teachers.
- Our school is also going to purchase more SmartBoards to install in the classrooms. In the next two school years virtually every classroom will have at least five laptops available for group/individual work. There will be up to five carts with 16 laptops assigned to each floor and teachers will be able to sign up for them through the school's website.
12. What programs/services for ELLs will be discontinued and why?
- We will discontinue using the RIGOR program because it has not been updated to align with the CCSS. We will also stop using the Rev-It-Up program due to financial reasons.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at IS 61 are afforded equal access to all school programs. Just like any other student in the building during the school day they receive one period of Talent program per week which is a menu of art, dance, and music. In the daytime, ELLs also receive AIS based on their academic need. All ELLs also have equal access to all afterschool programs offered at IS 61 such as NYJTL or SES.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To support ELLs IS 61 teachers use content area curricula fully aligned with the CCSS. Curriculum planning teams in each content area have been developing their curriculum for the past three years. Along with other essential elements it includes instructional materials that are grade/level appropriate and linguistically challenging to promote language development. As per CCSS 60% of all texts used in class are informational/non-fiction texts, e.g., Word Generation program. Each Word Generation unit is one week long and contains activities addressing all the four major content areas: ELA, Math, Science, Social Studies. The Spanish version of each Word Generation unit is used by ESL teachers to provide native language support. Each unit of this program has activities that address the four language modalities: speaking, listening, reading, and writing. Teachers of ELLs also make an extensive use of web-based programs such ACHIEVE3000 and Destination Success for differentiated instruction in reading and math. A large number of classroom are equipped with SmartBoards and by the end of next school year all content teachers of ELLs will have been provided with an ELMO projecting device to enhance visual learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Along with the explicit instruction in Spanish in TBE and Dual Language students are provided with instructional materials, e.g., texts, written assignments, and pre/post assessments in Spanish to support Spanish academic language development in all the four major content areas. All eligible students in all three programs: TBE, DL, and ESL, are provided with a content area glossary in their native language. Content area teachers make considerable efforts to have on-going content area assessments translated into the native languages of their ELLs whenever it is possible. ELLs in all three programs are also provided with multicultural literature.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At IS61 we are aware that all children have different interests and different academic needs. Their interests and needs are different not only because they belong to different age or grade level, but even within the same age group/grade level group there considerable variations in children's interests and academic needs based on individual background and personality. Our teachers

use various differentiation strategies to ensure that the required ESL/Bilingual services contribute to students' constant growth in language proficiency. When choosing a text/document/visual teachers always make sure that it is age/grade appropriate and also linguistically challenging within each student's ZPD to promote language development, e.g., ACHIEVE3000 offers multiple version of the same authentic informational text adapted to various proficiency levels of English from complete Beginner to Proficient.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

At the registration all ELL students enrolled in ELSS for the first time both before the beginning of or during the school year are provided with the basic information about the student life at IS61 such daily schedule, floor plan of their assigned academy, lunch schedule, uniform flyer, names of the academy supervisor and guidance counselor. Within the first week of enrollment during the school year their academy's guidance counselor meets with the newly admitted ELL and if necessary with the help of a trained interpreter provides the newcomer with a more detailed orientation. On their first day of school each newly enrolled ELL is assigned a 'buddy' from his/her class to ease the adaptation process to the American and IS61 academic culture.

18. What language electives are offered to ELLs?

At this time only Spanish as a Foreign Language is offered to ELLs at the Advanced level of proficiency in English.

19. For schools with dual language programs:

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

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 grade 8. As currently designed, the class contains English Proficient students and English Language Learners. Our Dual Language class is a self-contained class: ELLs and EPs 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 Spanish. Social studies and science teachers support their instruction by providing students with reading materials/documents in both languages. 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.

### C. Professional Development and Support for School Staff

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

Due to the large percentage of ELL and former ELLs at IS61 almost all teachers at IS61 have taught ELLs in the past or are teaching them this year. Those who have not taught ELL will most likely teach them when their program changes next school year. With this reality in mind the school administration, coaches, content area curriculum development teams, and individual ESL teachers provide all staff with professional development on a wide range of topic related to teaching ELLs, e.g., Scaffolding for Multi-Level ELL Classes, Differentiated Instruction for ELLs in Content Areas, Using Thinking Maps with ELLs, Technology for ELLs, How to Inform Instruction to LTE s and Former ELLs, Are Former ELLs Complete Proficient in English?, CCSS and ESL Curriculum, etc.

For the past three years a large number of teachers of ELLs including all ESL and bilingual teachers have been involved into development of the CCSS aligned curricula for their respective content areas. This involvement has contributed to their professional development. During the school year when teachers meet in inquiry groups ESL teachers provide a one-hour professional development session for content area teachers of ELLs once every two months. ESL and bilingual teachers meet as a department for 37 and 1/2 minutes every Monday and Thursday morning before the beginning of school day to receive targeted professional development. On PD days such Election Day and Chancellor's Day, one of the available PD sessions is provided specifically for teachers of ELLs and ESL/Bilingual teachers. Outside PD providers such as CITE have been and currently are contracted to provide PD for ESL teacher on differentiated instruction for ELLs and especially for LTEs.

All incoming 6<sup>th</sup> grade ELLs as well as all other 6<sup>th</sup> graders receive an IS61 guide-book and flyers addressing the differences between middle school and elementary school with translation into Spanish. Before the beginning of the school year, the school administration including the principal and parent coordinator conduct a number of orientation sessions for our future 6<sup>th</sup> graders. During these session staff members including teachers of ELLs with the assistance of trained interpreters address most commonly asked question about middle school. All 8<sup>th</sup> graders including ELLs receive a copy of the NYC High School Directory/Handbook in English or in the student's parents' preferred language. Students and their parents are also referred to the DOE website where electronic copies of these publication are available for download: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/2012-2013+Translations.htm>. During the school year guidance counselor of each academy visit every 8<sup>th</sup> grade class and conduct a one-hour orientation session about NYC high school and the enrollment process. During these informational session trained interpreters assist guidance counselors in presenting the relevant information about high schools.

All staff (including non-ELL teachers) receive the minimum of 7.5 hours of ELL training (10 hours for special education teachers) as per Jose P. This training is provided during faculty meetings, department meeting, PD opportunities on the Election Day and Chancellor's Day, etc. This training cover a wide range of topics such as How to Inform Instruction to LTE s and Former ELLs, Are Former ELLs Complete Proficient in English?, CCSS and ESL Curriculum, Scaffolding for Multi-Level ELL Classes, Differentiated Instruction for ELLs in Content Areas, Using Thinking Maps with ELLs, Technology for ELLs, etc. At the end of the school year, each staff member receives a certificate confirming he/she have received the 7.5 (or 10) hour of ELL PD as per Jose P.

## D. Parental Involvement

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

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 ESL classes for parents of our students. Although these classes are open to all parents, parents of ELLs are given preference at registration. These classes meet at the school library twice a week on Tuesdays and Thursdays for six hours total. A beginner group meets in the morning from 9am to 12pm, and a mixed-level group meets in the evening from 6pm to 9pm.

We are also continuing engaging parents of ELLs into supporting their children's learning through the Destination Success internet-based program. At the beginning of the school year, letters are sent home with detailed explanation of how to access this program and how to use it. Parents are encouraged to monitor their children's use of Destination Success at home and they are also invited to use this program themselves to practice their English. Our school in collaboration with the PTA has set up a separate room with five desktop computers exclusively for parents to use during the school day. Parent Coordinator and a designated ESL teacher will help parents access their children's accounts on Destination Success. These computers are also used to train parents to access their Engrade accounts. Parents can use their Engrade accounts to track their children's academic performance and communicate with teachers.

The PTA leadership met with all the teaching staff during the Election Day PD to introduce themselves and to open a dialogue with teachers about their needs and to set better channels of communication between parents and teachers. As a result, two or three representatives of teachers in each grade level will meet with the PTA leadership on a monthly basis to discuss the needs of students, their parents and staff. One of the staff representatives will be always an ESL teacher.

Our school's Parent Coordinator conduct monthly workshops for parents on various topics. The agenda for each workshop always includes a question addressing the needs of ELLs and their parents. Our school has a working relationship with the NYCPP (New York Civic Participation Project). We have invited their organizer Ms. teresa Arieta to participate in the monthly workshops for parents and to address various parents needs at school as well as in the community..

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph J. Lisa	Principal		
Laura La Sala	Assistant Principal		
Susana SantaCruz	Parent Coordinator		
Wen Lu	ESL Teacher		
Francia Sempertegui	Parent		
Brandon Mayer, Social Studies	Teacher/Subject Area		
Stacey Burgoyne, Science	Teacher/Subject Area		
Kristine McCabe	Coach		
Lisa O'Brien	Coach		
William Rohan	Guidance Counselor		
	Network Leader		
Oleksandr Klyevanov	Other <u>ELL Coordinator</u>		
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 24Q061 School Name: Leonardo da Vinci

Cluster: 6 Network: 606

**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**

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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 provided with appropriate and timely information in their preferred 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 school's written and oral interpretation needs, the RAPL and 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, proficient translators are sought after within the building via analysis of a school-wide language survey. The names of those translators are clearly posted in the main and admission offices for easy access. 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 Spanish. IS 61 utilizes The Department of Education letters home in multiple languages to communicate information and the DOE 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**

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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 will 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 paraprofessionals 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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Intermediate School 61	DBN: 24Q061
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 752
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 30
# 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, and Newcomers' program. All these programs are 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 7:30 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, MyOn Reader, small group instruction during extended day, menu-item tutoring, or lunch and learn time, etc.. Licenses will be brought for 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 use the data from pre and post assessments to evaluate the effectiveness of the curriculum set in place. Teachers are encouraged to use digital means to track and react to data, including Engrade, iPads, and the Prosper software system. Consequently, Title III money will be used to refine the curriculum, further align it with Common Core Learning Standards, and 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, professional development will be provided on-site via an ESL consultant from CITE. This representative will provide workshops based on whole-department needs and the individual needs of teachers, as evidenced by walkthroughs and teacher debriefing meetings. Data collected from these sessions and visits will help customize professional development opportunities for ESL teachers. Focus will be placed on vocabulary development, sound ESL strategies, and the use of technology as a vehicle to promote second language acquisition.

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 Proffesional 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

#### Part D: Parental Engagement Activities

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

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

Begin description here: It is important that the parents of 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. 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. This year we are implementing Engrade to promote the home-school connection; this program allows for on-going academic conversation and transparency as it relates to student performance. 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 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		