



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WILLIAM A. MORRIS INTERMEDIATE SCHOOL 61

DBN (i.e. 01M001): 31R061

Principal: SUSAN TRONOLONE

Principal Email: STRONOL@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: NANCY RAMOS

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
Susan Tronolone	*Principal or Designee	
Patricia Mezzacappa	*UFT Chapter Leader or Designee	
Claudia Tedeschi Sheiman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Karen Campbell	Member/ Teacher	
Rosanne Kipp	Member/ Teacher	
Lizbeth Ziznewski	Member/ Teacher	
Toni Ann Hayes	Member/ Parent	
Melanie Thompson	Member/ Parent	
Deborah Sander	Member/ Parent	
Joann Paradiso	Member/ Parent	
	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	
	School Leadership Team Signature Page
x	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

To strengthen the school learning environment during the 2013-2014 school year, we will “extend the effective practices of communicating with families and deepen the work of messaging academic expectations around the CCLS so that all students and families know how to reach higher levels of achievement” as measured by an increase in our rating on the Learning Environment Survey.

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.

The school reviewed the section “What the School Needs to Improve” in the 2012-2013 Progress Report and set a goal.

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. Added parent programs
2. Created new school website
3. Grand Opening - Library
4. Distributed Parent Handbook
5. Utilize School Messenger
6. Utilize Engrade by most teachers
7. Open House Night, Curriculum Night, Student led announcements, Extended Parent Teacher Conferences,
8. Provide student updates to families by Team meetings minutes sent to Administration, Literacy coach, Special Education Lead Teacher, Data Specialist
9. Continue progress reports for every student 4 x a year
10. Communication enhanced through teacher team meetings by department.
11. Engrade used to communicate with students in many teams throughout school
12. Strengthen the school learning environment by accentuating the positive through the Zone store
13. Model and share best practices, support teachers by intervisitations, assist in lesson plan development, assist in development of classroom rituals and routines

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

1. Inquiry Team (Grade Level, Department)

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

1. The data specialist will conduct an analysis of the results

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

1. 3x a year

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

1. Budget – Inquiry team is comprised of 18 teachers (12 teams meet 1-2 x per month x 9 months for a 1-2 hour session at the per-session rate

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).

- School Messenger system used to inform parents of important school happenings/instructional expectations in classrooms
 - School website developed on eChalk
 - School marquee used to inform community of school events
 - Engrade implemented and used to communicate with parents
 - Monthly parental involvement – Family Fun Nights, PTA meetings, Parent Math Resource Center, Common Core Meetings
- Individual Teacher Website linked to school website

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	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
21 st Century Grant in concert with Children's Aid Society provides after school services with a focus on academics in partnership with the school's instructional strategies and activities											

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.

100% of teachers will be engaged in professional development and participation to improve teacher instructional practices during the 2013-2014 school year as measured by the Advance Aggregate Data used in the research based framework to improve teacher effectiveness.

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.

School leaders recognize the need to improve the instructional core across classrooms by using a research based framework, setting clear expectations and provide evidence-based applicable feedback from frequent classroom observations throughout the year.

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. Formal and informal observations
2. Staff Development sessions on Framework
3. Framework, Differentiation
4. Inquiry Team – Artifacts PD
5. Weekly Collaborative Sessions – Framework PD turn-keyed
6. School Leaders set up and follow a schedule for teacher observations/walkthroughs and feedback using a framework for teachers
7. Feedback from Teachers on the Teacher Effectiveness Workshops beginning Spring 2013,(Next Steps for PD in 1e,2b,2d,3b, 3c. 3d)
8. Professional Learning Communities
9. Staff Development sessions: Citywide Instructional Expectations for 2013-2014, IS61 Data Overview, ADVANCE,MSQI, Frame Game Activity, Questioning and Discussion Techniques,
10. Establish regular meeting times for department teacher teams.
11. Collaborative curriculum planning
12. Data analysis and accountability provided to Instructional Leadership Team by DOE Office of Systems, Data and Accountability
13. Data analysis and accountability provided to staff by Data Specialist and Principal
14. Use of a protocol for looking at student work to assist in common planning time

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

1. School Leaders
2. Inquiry team
3. Teachers

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

1. School Leaders will utilize on-going reporting in Advance

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

1. On- going Year long

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

1. Budget (SLT- 10 members, meet 1x a month up to 3 hours per session)

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).

- Increase parental involvement in academic celebration activities
- Share follow up on academic progress during PTA/SLT meetings

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

21st Century Grant in concert with Children's Aid Society provides after school services with a focus on academics in partnership with the school's instructional strategies and activities

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the number of students performing at level 1 in ELA will decrease by as measured by New York State ELA test results

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.

School leaders and Teachers analyzed the data from 2013 New York State ELA test in order to differentiate instruction to meet students' needs

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
2. Continue to support reading intervention program-Striving Readers - REWARDS
3. Provide Professional Development by MSQI- Literacy Specialist
4. Provide common planning time for teachers to analyze Item Skills analysis, and plan differentiated instruction
5. Teachers will use ARIS to analyze students' current performance levels as well as their progress from 2012-2013
6. Coach will provide teacher support through planning during literacy planning periods.
7. Expansion of ICT classes to all three grades
8. Two dedicated ICT teachers to support program
9. Use of technology based reading intervention programs- monitoring of skills using READ 180
10. Change in instructional model and programming of ESL teacher to a push in/pull out model
11. Varied instructional strategies will be evident in all classrooms
12. Increased use of technology (SMARTboards, ELMOs, iPads) to support instructional strategies
13. Teachers will differentiate instruction and employ varied teaching styles through the use of data
14. Professional development will be provided by Literacy Coach, Special Education Lead Teacher, Teacher Mentors, Network, DOE and webinars
15. Model and share best practices, support teachers by intervisitations, assist in lesson plan development, assist in development of classroom rituals and routines
16. Implementation Year 3 of Keystone program for ELLs, which provides explicit, intensive, and focused instruction that accelerates students' language acquisition and reading comprehension skills
17. Provide supplemental instruction in an afterschool program
18. Implement Scantron Performance Series Grade 6-8, 3X a year
19. Inquiry Team members will identify Performance Level 1 and 2 students and hold Extended Parent Teacher Conferences
20. Teacher prepared Data Binders
21. Engage in a protocol to look at current student work and common planning during Professional Learning Communities

22. Analyze the selected Common Core standards to identify gaps between what students are doing currently, and what the CCLS asks them to know and be able to do.
23. Teacher teams design, and/or revise CCLS aligned curriculum Units of Study with embedded rigorous performance tasks
24. Implement CCLS units with an embedded literacy task that asks students to read and analyze informational texts and write opinions and arguments in response
25. Teacher teams plan and provide multiple entry points to lessons for all learners including ELLs and SWDs
26. Providing literacy intervention strategies through MSQI- Wilson Just Words, Word Generation
- 27. Key personnel and other resources used to implement each strategy/activity**
 1. School Leaders
 2. Literacy coach
 3. Special education lead teacher
 4. Teacher mentors
 5. Network instructional achievement coaches
 6. Inquiry team
 7. Data specialists
 8. MSQI Literacy Specialist
- 28. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Data specialist will conduct an analysis of Scantron Performance Series given
- 29. Timeline for implementation and completion including start and end dates**
 1. Year long- administered 3x
- 30. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Budget –Per-diem rate coverages for MSQI initiative

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).
 Curriculum Night and Parent Social after parent- teacher conferences and workshops, PTA meetings

Budget and Resource Alignment

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

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

21st Century Grant in concert with Children's Aid Society provides after school services with a focus on academics in partnership with the school's instructional strategies and activities

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, the number of students performing at level 1 in Math will decrease as measured by New York State math test results

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.

School leaders and Teachers analyzed the data from 2013 New York State ELA test in order to differentiate instruction to meet students' needs

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
2. Varied instructional strategies will be evident in all classrooms
3. Increased use of technology (SMARTboards, ELMOs, iPads) to support instructional strategies
4. Model and share best practices, support teachers by intervisitations, assist in lesson plan development, assist in development of classroom rituals and routines

5. Provide supplemental instruction in an afterschool program.
6. Teachers will use formal and informal assessments to improve classroom instruction and measure student progress.
7. Teachers will to analyze trend data from the 2013 NYS math exam.
8. Teachers will differentiate instruction and employ varied teaching styles through the use of data
9. Teachers will provide books in native language to support students
10. Implemented a single Math ELL teacher for all three grades, trained in ESL strategies
11. Analyze the selected Common Core standards to identify gaps between what students are doing currently, and what the CCLS asks them to know and be able to do.
12. Teacher teams plan, design, and/or revise CCLS aligned curriculum Units of Study with embedded rigorous performance tasks
13. Plan professional learning opportunities to deepen understanding of tasks that align with CCLS
14. Implement CCLS units with an embedded cognitively demanding math task that require students to demonstrate their ability to model with mathematics and /or construct and explore the reasoning behind arguments to arrive at a viable solution.
15. Teacher teams examine student work from the CCLS aligned tasks and reflect
16. Professional development will be provided by Teacher Mentors, Network Instructional Leader , Common Core Instructional Leads, DOE and webinars
17. Provide supplemental instruction in an afterschool program
18. Dedicated ICT teacher teams to support ICT classes in all grades
19. Use of technology based math intervention programs
20. Teacher prepared Data Binders

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

1. School Leaders
2. Special education lead teacher
3. Teacher mentors
4. Network instructional achievement coaches
5. Inquiry team
6. Data specialist

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

1. Data specialist will conduct an analysis of Scantron Performance Series given

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

1. Year long- 3x a year

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

1. Budget –Per-diem rate coverages for MSQI initiative

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).

Curriculum Night and Parent Social after parent-teacher conferences, PTA meetings

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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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.

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

2.

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

1.

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

1.

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

1.

6. 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.

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>We use a variety of Literacy AIS services at I.S. 61:</p> <p>1-Scantron Performance Series- 3X a year</p> <p>All grades</p> <p>2-Middle School Quality Initiative - 6th-8th grade</p> <p>3-Read 180 – 6th-8th grade Special Education ELLS 6TH – 8th</p> <p>4-Enrichment Class– all grades</p> <p>5-Soar to Success – all grades</p> <p>6-Enrich, Learn, Succeed (Title III Ell’s)– all grades</p> <p>7-Academic Vocabulary Toolkit 1 – Vocabulary strategy for ELLs</p> <p>8-REWARDS- Reading strategies</p> <p>9-WILSON Just Words -Reading strategies</p>	<p>1-small group, one-to-one</p> <p>2-small group, whole class</p> <p>3-targeted pull out, small group</p> <p>4-small group, whole class</p> <p>5- small group</p> <p>6-small group</p> <p>7-small group</p> <p>8-small group</p> <p>9-small group</p>	<p>1- extended day, after school, during the school day</p> <p>2- during the school day</p> <p>3-during the school day, after school, extended day</p> <p>4-during the school day</p> <p>5-after school</p> <p>6-after school</p> <p>7-during the school day</p> <p>8-during the school day</p> <p>9-during the school day</p>

Mathematics	<p>We use a variety of Math AIS services at I.S. 61.</p> <p>1-Scantron Performance Series - all grades 3X a year</p> <p>2-Soar to Success –6th, 7th and 8th grades</p> <p>3-Title III ELLs Enrich, Learn, Succeed 6th,7th and 8th</p>	<p>1-small group, one-to-one</p> <p>2-small group</p> <p>3-small group</p>	<p>1-after school, during the school day,extended day</p> <p>2-after school</p> <p>3-after school</p>
Science	Tutorial Science Prep Program- 8 th grade	Small group	Aftr school
Social Studies	Infused within ELA programs	See ELA above	See ELA above
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Throughout the school day this program targets all students and provides an opportunity to address concerns such as adolescent daily struggles, educational neglect, child abuse and suicide. The counselors work closely with school personnel in providing behavior management Tier I intervention strategies to classroom teachers. They are responsible for facilitating the high school process for our eighth grade. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.</p> <p>Throughout the school day the school psychologist targets all at risk students who</p>	Small group, one to one, whole class, whole grade	After school, during the school day

are in need of counseling and facilitates the referral to the Committee of Special Education. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.

The Social Worker provides services to all at risk students who are in need of counseling and/or referral to the Committee of Special Education. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.

This program targets all at risk students who are in need of other health related services. This program allows students to deal with a variety of issues facing adolescent students and their families. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- Administration checks Open Market online
- We collaborate with CSI's New Teacher Academy for math and science candidates
- We collaborate with CSI's and St. John's student teacher programs and professors' recommendations
- We evaluate substitute teachers that have worked in our building
- We ask for references from our Network
- We go to Hiring Halls to collect resumes and interview candidates
- We established a New Teacher Mentor program where the mentor meets with New Teacher 5x a week for the school year.
- We ask for references from our School Support Organization, CFI Network 533
- We provide professional development during and after the school day through workshops, team meetings, curriculum meetings and literacy and math planning period, Lunch and Learns, Webinars, Online Tutorials, DOE workshops.

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).

Stated above

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.).

Funding is set aside for Students in Temporary Housing and Violence Prevention Programs

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers collaborate with administration to form MOSL committee to select instructional materials and to decide the local measures of teacher effectiveness.

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 31	Borough Staten Island	School Number 061
School Name William A. Morris		

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 Susan Tronolone	Assistant Principal Dennis Whitford
Coach Rosanne Kipp	Coach
ESL Teacher Amber Scordato	Guidance Counselor
Teacher/Subject Area Francesca Parasole/ ESL	Parent
Teacher/Subject Area Angela Palmeri/ ELA	Parent Coordinator Kim Lucchesi
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1175	Total number of ELLs	83	ELLs as share of total student population (%)	7.06%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							1	1	1					3
Push-In							9	9	9					27
Total	0	0	0	0	0	0	10	10	10	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	38
SIFE	7	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	29

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										0
Dual Language										0
ESL	18	1	3	37	5	17	29		18	84
Total	18	1	3	37	5	17	29	0	18	84

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							37	19	15					71
Chinese														0
Russian														0
Bengali							1		1					2
Urdu							1		1					2
Arabic							1	2	3					6
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	41	21	20	0	0	0	0	82

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)							3	4	5					12

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)							10	3	6					19
Advanced (A)							28	14	9					51
Total	0	0	0	0	0	0	41	21	20	0	0	0	0	82

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	33	4			37
7	16	2			18
8	14	3			17
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	36		3						39
7	16		3	2					21
8	16	2							18
NYSAA Bilingual (SWD)									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To track progress, ELLs are administered the Scholastic Reading Inventory (SRI), which is a component of the Read180 program. This benchmark is given four times a year in their literacy class. The scores range from zero to 1600. Students are considered Beginning Readers (BR) if their lexile scores are below 800 (6th grade), 900 (7th grade), or 1,000 (8th grade). Students move their "lexile people" (student designed cutout people that are displayed across the classroom) after each benchmark to show their growth. Majority of our ELLs are considered below grade level and are Beginning Readers. This tells us that we need to increase the use of our intervention program. In addition, we need to investigate the individual weaknesses of our ELLs so we can focus on particular strategies that will benefit them. For most of our ELLs, their lack of vocabulary is negatively affecting their comprehension, which is why we will be using our Academic Vocabulary Toolkit to increase their academic language. The Keystone Anthology is also used as an assessment tool in conjunction with the Read180 monitoring system.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The trend for several years is that far more students who are still entitled to services are scoring proficient in Listening and Speaking than Reading and Writing. In addition, we have only 9 ELLs scoring a level 2 on the ELA, and 63 level 1 students. This shows that we need to continue to focus a great deal of attention on our ELLs' reading and writing skills. This data reveals that we need to increase our reading and writing interventions that are already in place, and see if they can be modified to become more effective.

On the 2012 NYSESLAT, there were 2 eighth graders who scored proficient in Reading and Writing; but this year we had 6 eighth graders who scored proficient in Reading and Writing.

This pattern shows us that while student proficiency did increase overall for reading and writing, we need to look deeper into the 8th grade literacy programs and strategies being used. As for the 7th graders, last year, 2012 NYSESLAT, we had 2 seventh graders who scored proficient in reading and writing; whereas, this year, 2013 NYSESLAT, we had 5 students score proficient in Reading and Writing. For the past three years, our sixth grade has had the highest number of students scoring proficient, when compared to the other two grades. Majority of our ELLs are advanced level students and this year about 95% of our 6th grade general education ELLs are advanced. Currently, our sixth grade population is our largest ELL group (twice that of the other two grades) and half of this population consists of Special Education students. Across the grades, many of our students who are below the advanced level are either newcomers or Special Education Students. Our Special Education students are primarily made up of Intermediate students, who struggle with reading and writing. This tells us that we need to create an effective intervention system that will increase our students reading and writing skills and abilities.

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](#))

Based on the results mentioned above, we continue to facilitate interventions for Reading and Writing. These interventions will be continued to Special Ed. ELLs and include:

- 4-Square Writing Method in all 3 grades; 4-Square Writing Method differentiated for Special Ed. students
 - Frayer Model vocabulary instruction method in all 3 grades including content areas; Frayer Model differentiated for Special Ed. students. Also, the use of word walls and pictures are used to help develop academic vocabulary as well.
 - Use of more Spanish and Arabic bilingual language materials, including library books, dictionaries and subject glossaries, and bilingual texts in Math and Science.
 - Keystone text and workbooks in all 3 grades.
 - Blended Read180 computer and Lexile level tracking system for all general education ELLs and 8th grade Special Ed ELLs.
 - Use of the Academic Vocabulary Toolkit (by Dr. Kate Kinsella) in the pull-out ESL classes (general and special ed, all three grades) to increase their use of academic vocabulary and language skills in reading, writing and speaking.
- Continuation of our Listening and Speaking interventions this year:
- In literacy and content area classes, more exercises utilizing dictation and note-taking, and practice listening exercises from both the ELA and NYSESLAT exams. For beginners and intermediate level ELLs, TPR is used to increase auditory skills. In content area classrooms, group work and oral presentations are also suggested activities to be done with ELLs.
 - Continuing to use "Academic Conversations," a strategy introduced by Jeff Zwiers and Marie Crawford (from a

study published by the Association for Supervision and Curriculum Development in April 2009) in all 3 grades. This is basically an updated version of “Accountable Talk” designed for students of ESL. This technique was endorsed at the ESL professional development workshop in June of 2008. The article can be accessed here:

<http://www.ped.state.nm.us/QualityAssuranceSystemsIntegration/dl09%20/ELL%20Summit/How%20to%20Start%20Academic%20Conversations.pdf>:

Continuation of our Listening and Speaking interventions this year:

- In literacy and content area classes, more exercises utilizing dictation and note-taking, and practice listening exercises from both the ELA and NYSESLAT exams. For beginners and intermediate level ELLs, TPR is used to increase auditory skills. In content area classrooms, group work and oral presentations are also suggested activities to be done with ELLs.
- Continuing to use “Academic Conversations,” a strategy introduced by Jeff Zwiers and Marie Crawford (from a study published by the Association for Supervision and Curriculum Development in April 2009) in all 3 grades. This is basically an updated version of “Accountable Talk” designed for students of ESL. This technique was endorsed at the ESL professional development workshop in June of 2008. The article can be accessed here:

<http://www.ped.state.nm.us/QualityAssuranceSystemsIntegration/dl09%20/ELL%20Summit/How%20to%20Start%20Academic%20Conversations.pdf>:

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?

Patterns across proficiencies and grades:

According to the data from the LAB-R and NYSESLAT, our sixth grade presently has the largest ELL population at our school. This year, 50% of our ELLs are 6th graders, 26% are 7th graders, and 24% are 8th graders. Of this population, 15% of our ELLs are beginners, 23% are intermediates, and 62% are advanced level students.

The data across all 3 grades shows that the majority of students scored at the advanced level on the 2013 NYSESLAT, for the reading/writing component and proficient in the listening/speaking components.

The data from the 2013 NYSESLAT represents that the 8th graders are performing at their best in the speaking component; 20 out of 21 eighth graders scored the highest on the speaking component of the 2013 NYSESLAT. Three out of twenty-one students, who happen to be Special Education students, scored the lowest on the reading component. Approximately 6 students (almost all of which are general education students) scored the lowest on the listening component. A majority of the students, 14 out of 21 students, scored the lowest on the writing component. We noticed a pattern within 8th grade general education students and it is that they performed their lowest in the writing and listening components. This demonstrates that reading is no longer a major area of concern and we can contribute that to the fact that they have been using the READ 180 program for their 3 years in intermediate school.

Of our eighth grade population 3 out of our 21 students are newcomers. A majority of the other students are long-term ELLs. Our long-term ELLs are the students who seem to have the most difficulties with writing.

The seventh grade population (19 out of 19) scored the highest on the speaking component. Following this, 13 out of our 19 7th graders scored their lowest on the writing component, which shows that this is an area of concern. Of our 7th grade special education population the areas of reading and writing are split evenly as the lowest performing areas. On the contrary, the general education population has a majority performing lowest at writing with only 3 students performing lowest on listening and 1 student performing lowest on reading.

This is proof that although writing is still a major area of concern, the reading component for the Special Education population is still a major focus.

Of our 6th grade population, which includes general education and special education students, speaking was their highest performing component. This is the pattern that we have come across for all 3 grades.

We noticed that the lowest performing area for the 6th grade students is writing (27 out of 40). Of the special education population 4 out of 18 students scored lowest on reading, unlike the general education population where 1 out of 20 students scored the lowest on reading. We recognized that reading seems to be one of their strengths, besides speaking. As for the listening component, 6 out of 18 special education students and 6 out of 20 general education students scored lowest. This new focus on Science and Social Studies content in the listening subtest of the NYSESLAT can most likely attribute to these results.

Over the past few years, we have seen a shift from a lack of reading comprehension to a lack of listening comprehension, which can attribute to the new format and standards that align the 2013 NYSESLAT.

Our goal is to increase student performance in all 4 areas, specifically in listening and writing. We would like to suggest that teachers incorporate more listening activities of Science and Social Studies content into their classes.

Using differentiated instruction and grouping based on these proficiency levels in the content area classrooms, we plan to accomplish these goals by focusing our attention on listening, reading and writing skills.

b. How are school leadership and teachers using the results of the ELL Periodic Assessments?

Our school no longer uses ACUITY; therefore, our ELLs do not take the Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessment? How is the native language used?

N/A

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

In the content area classes and pull-out ESL classes there are more resources readily available for students. These resources include: bilingual dictionaries, picture dictionaries, graphic organizers, phonics and picture/vocabulary cards, and Frayer Models. All teachers of ELLs are encouraged to apply daily language targets to coincide with their daily learning targets. Teachers are also given their students' NYSESLAT proficiency levels to assist them in grouping and differentiating instruction. Newcomers are assigned a "student interpreter" (if available) that will assist them throughout their transition.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program for ELLs by looking at the scores on the NYSESLAT, and ELA as a quantifiable means of gauging students progress. In addition, we use our Keystone benchmarks and Read 180 monitoring system. READ 180 offers a SRI test three times a year which then determines the students' lexile levels. We also have a progress report that was made specifically for the ESL classes. This progress report is meant to be completed at least twice a year by the ESL teachers to help evaluate progress on a more personal and informal level across listening, speaking, reading and writing areas. Beginning this year we will be using the Scantron Assessments to monitor language and reading comprehension.

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](#).)
The first step for identifying possible ELLs takes place during the registration process. During registration, the pupil personnel secretary immediately notifies one of the ESL teachers, Amber Scordato or Francesca Parasole. At this time the ESL teacher available meets with the parent in the office and gives them the HLIS (in their native language, if needed). The ESL teacher also conducts the informal oral interview with the student. If the student cannot communicate with the ESL teacher in English, then the teacher does a brief interview with the parent or guardian. The informal oral interview consists of simple personal questions about

their country of origin, age, grade, favorite hobbies, etc. This interview is used to determine preliminary LAB-R eligibility. The ESL teachers conducting the informal interviews are NYS certified ESL teachers. The LAB-R is administered only by the certified ESL teachers within the first 10 days of admission. If a student's native language is Spanish, they are also given the Spanish LAB-R. There are bilingual paraprofessionals available to assist in administration of the Spanish LAB-R, being that the ESL teachers do not speak Spanish. The certified ESL teachers also administer the NYSESLAT every spring. We use the NYSESLAT modality reports to group students within each classroom for the following year according to their Reading and Writing abilities.

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.

At the time of student registration, the ESL teacher administers the HLIS survey and offers the parent our Parent Handbook. Once the LAB-R is administered and the student is identified as an ELL the parent is then asked to come to the school for a Parent Orientation (during Family Fun Night or PTA meetings [or a convenient time for both parent and teacher]) to view the ELL Parent Welcome video. If the parent doesn't speak English, the video is shown in their native language. For languages other than Spanish, the Translation and Interpretation Unit is utilized, if there is no staff member available who speaks that language, to explain the Parent Program & Selection Form and the Parent Survey. If a parent chooses a program that is not offered at our school, we contact the District Office of ELLs to find out the nearest school with an opening for the student. Then the message is relayed back to the parents so that they can make their decision. Contact information is also given for Ms. Scordato or Ms. Parasole at the school if there is a further need for consultation.

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 [\[see tool kit\]](#).)

In September of each year, once the data analysis of each child's performance on the NYSESLAT has been completed, the ESL teachers create bilingual entitlement letters and send them home along with their Welcome Letter/tear-off for our ESL pull-out class. We also maintain copies in each student's file within our compliance binder. We always have parents fill out the Program Selection & Parent Survey on the day of orientation to avoid delays in receiving that information. For any forms not returned, a second form is sent home with the student. If the second form is not returned, we then make phone contact with the parent. In some instances, we approach the parent at Parent Teacher Conferences.

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.

After administering the LAB-R, a hand score is recorded, and if the student is eligible for ESL services, the ESL teacher notifies both the Testing Coordinator, Madonna Powers, and the Programmer Sharon Feldman, and that student is immediately placed in an ESL class. Following placement, the appropriate entitlement letter is sent home in both English and the native 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.

Throughout the year as we are preparing for the NYSESLAT exam we provide and explain the rubrics to students so that they can be aware of the expectations they will be held to. We show the students sample NYSESLAT responses for each level of the rubric. We send home NYSESLAT Parent Brochures (printed from the NYS website). In addition, our ESL classes have a website that also includes sample NYSESLAT exams (questions and answers), rubrics, and test taking strategies. Before the tests are administered, we print out the RLER report from ATS to determine students' eligibility to take the NYSESLAT. We also meet to assure that each student is given their own answer sheet, and that all students are given the correct testing modifications and accommodations. At this time we also make sure that all of the testing envelopes contain: a sufficient amount of test booklets, answer sheets with correct student information, and sharpened pencils with erasers. We meet with the program coordinator to finalize a location where the testing will take place. To assure that students are free from distractions we place a "Do Not Disturb" sign on the door. The procedures for administering the NYSESLAT are that all students take the reading, writing, and listening components during their Literacy and Math block periods. The Speaking component is given to each student individually by teachers, other than that student's ESL/ELA teacher.

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. [①](#)
The trend has been in favor of ESL, the program that is offered at our school. Many parents often say that they prefer their children

to receive instruction in English only to "speed up" their child's acquisition of English, since they are already in their teenage years and have a strong grasp of their native language. Over the past few years, more than half of Program Selection Surveys identified ESL as their first choice. The Transitional Bilingual option is the second favorite choice among our Spanish speaking families (refer to question #2 for a description of how we address parents who prefer different choices). Our program model, Free Standing ESL, is aligned with parent requests. All parents have accepted the entitlement and transition letters sent home informing them of their child's placement into our ESL program.

There has not been a consistent population requesting a bilingual program in our school; therefore, we do not offer that type of program. This year we have had 3 new admits, all of whose parents have requested ESL. While parents are made aware of the bilingual and dual language options (at other schools), they still prefer that their child be enrolled in the ESL program in our school. Since this has been the trend for the past few years, our program coordinator schedules free standing (pull out) ESL classes for each grade during their non academic class. We use the ELPC screen and student's parent surveys/program selection forms to collect the data and preferred parent choices. (insert numbers/specific data here)

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])?

a. The ESL organizational models implemented at I.S. 61 are a blended program of co-teaching with Literacy, Science and Math teachers in a "push in" model and direct "pull out" ESL instruction.

b. Our students are grouped heterogenously by grade.

The sixth grade general ed. ELLs are grouped into one designated class (they travel together), with all various proficiency levels. This "ESL" class has one ESL teacher during their "non-academic" period for their "pull out" instruction. This same ESL teacher pushes into their Literacy class 3 days a week, and their Science class 1 day a week. The sixth grade special ed. ELLs are in 3 different designated classes, according to their needs and IEPs. The other ESL teacher pushes into the Literacy class of the 2 different special ed. classes who have beginner and intermediate level ELLs, 3 times a week. All of the special ed. ELLs from these 3 classes come to this same ESL teacher for their "non academic" period to receive their "pull out" ESL intruction. Instead of attending a non-academic class, 6th graders receive ESL instruction via a pull-out model. The 6th graders are split amongst 2 classes; one class contains general ed. ELLs and the other contains special ed. ELLs (with paraprofessionals). Each class has a mixture of beginners, intermediates, and advanced ELLs.

The seventh grade general ed. ELLs are grouped in one designated class (along with former ELLs). One ESL teacher pushes into their Literacy class four times a week. One ESL teacher uses the pull out model for seventh grade ELLs. The ESL teacher instructs general ed. and special ed. seventh graders of all levels with assistance from a paraprofessional. The other ESL teacher services the seventh grade special ed. ELLs via push ins. The special ed. ELLs are in two different classes, according to their needs and IEP accomodations. This teacher services both classes in Literacy (with the same Literacy teacher) three times a week.

As for the 8th grade, the general ed. and special ed. ELLs receive ESL instnction via a pull-out model. This class has a mixture of ELLs of all proficiency levels. There is a paraprofessional in the room to assist the special ed. ELLs. One ESL teacher provides push-in services for the eighth grade general ed. ELLs, who are grouped within one designated class (alongside former ELLs). This teacher pushes into their Literacy class 2 times a week and their Math class once a week. Both ESL teachers service the eighth grade special ed. ELLs. These ELLs are split among two classes. One class receives assistance from the ESL teacher when she pushes into their Literacy class three times a week. The other class receives assistance from the other ESL teacher when she pushes into a Math class two times a week and a Science class once a week.

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)?

The school programmer provides the ESL teachers with a schedule of all 6th, 7th, and 8th grade classes that contain ELLs. The ESL teachers use this schedule to program their push-ins according to the mandated minutes that our students require. All ELLs are serviced at most 8 times a week, so all proficiency levels are receiving their mandated services.

The ESL teachers co-teach with the 6th, 7th and 8th grade content area teachers in Science, Literacy, and Math. The content area teachers modify instruction for their ELL students. They plan their lessons based on when the ESL teacher pushes into their classroom.

ELA is delivered to ELLs in blocks of two periods per day 3 times a week and 1 period a day for 2 times a week. The last two literacy periods are delivered on "Literacy Wednesdays" in their Science and Social Studies classes.

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.

During the push-in model, content is being delivered from both the ESL teacher and the general ed/special ed teacher. All of our general ed. ESL students (grades 6, 7, 8) have the same Literacy and Math teachers 8 periods per week. In all Math and Science classes, vocabulary is taught in English with the use of bilingual textbooks and glossaries. Bilingual dictionaries are provided to every content area classroom that has ESL students in them. As part of the co-teaching model, the ESL teachers provide lessons in vocabulary, grammar, pronunciation, reading strategies, oral fluency, text previews, and class projects which supplement and connect with the content being taught during instruction. ESL teachers address students' individual needs through differentiated instruction within the co-teaching model. Exams/quizzes given in the content areas are modified due to students' proficiency levels. Word walls with pictures and Frayer models are used to help support the academic vocabulary being taught in all content areas. Beginners and intermediates are given content area (and regular) picture dictionaries that they carry with them throughout the day.

All ESL Literacy classes (general ed and special ed) are using a Common Core aligned curriculum called Expeditionary Learning. During the pull-out model, ESL instruction is content based. All of the listening, speaking, reading and writing activities are connected to the Expeditionary Learning curriculum that is being taught in their Literacy classes. Since the ESL teachers push in with the content area teachers, planning is collaborative, therefore the ESL teachers can incorporate this material into their ESL lessons during their pull-out period. Also, students approach the ESL teachers with specific topics they find difficult in their other classes. Since the pull-out model is only used with our 7th grade, the content being delivered is the same, so the ESL teachers take these areas of weakness and use them to develop lessons that the whole class can benefit from. The same ESL strategies used within the push-in model are carried over to the pull-out model as well. Listening exercises and videos are used to help develop students' understanding of more difficult content. Also, the use of technology is a large component of our pull-out model. Using the SMARTboard makes the classroom interactive and makes the classroom student centered. It also gives everyone a chance to participate in the activity. In the general education Literacy class there are a class set of iPads used to engage students in reading and annotating articles.

Instructional approaches and methods used to make content comprehensible and enrich language development:

Our instruction is data driven and utilizes many ESL methodologies including TPR, modeling/scaffolding and direct instruction. With our Special Education students, the balanced literacy approach is incorporated, as well as direct instruction of vocabulary, using the Frayer model, and constant reinforcement of academic language. The school day begins with the students hearing the greeting "Good Morning" in a foreign language during the morning announcements. Each day highlights a different country and language, along with brief facts about that country. Most academic classes are set up for the workshop model, in which the desks are set up in groups of four or six. The ELA class is given in blocks of ninety minutes 3 times a week. The reading workshop, which begins with a mini lesson, may be followed by a read aloud, shared reading, guided reading, or independent reading. This block also utilizes the READ 180 program. For the Expeditionary Learning curriculum, there are a series of quick writes that help scaffold and lead up to the unit assessment. Each unit assessment is an "On Demand" writing piece which assesses their comprehension of the skills and topics taught throughout the unit. In the pull out ESL classes, we use the "Four Square" writing model which is a very visual graphic organizer that makes the writing process more organized and comprehensible for ELLs. We incorporate the four square writing model throughout most of the ELLs' content area classes.

The workshop model takes many things into consideration in order to be effective. In the reading workshop, we focus on appropriate book selection according to student's lexile reading level (as well as guidelines for abandoning a book), a classroom environment in which furniture is arranged so that students can sit comfortably and see the book s/he is reading, and classrooms which are print rich and have many materials so that students will be engaged and immersed in the story they are reading. All ELA classrooms are stocked with a Common Core library filled with informational text of various levels and topics. For beginners, bilingual and picture books are offered, as well the use of audio books in the classroom.

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

After completing the registration and interview process, eligible students take the LAB-R. Spanish speaking students are administered the LAB-R as well as the Spanish LAB. For new students who speak languages other than Spanish, a translator or staff member who speaks their language, is utilized to ask them basic questions in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Academic Vocabulary Toolkit assessments, concentrates on their comprehension and application of new academic vocabulary through reading, writing and speaking exercises. The Keystone curriculum (which is also Common Core aligned) is also used in the ESL pull-out classes. This focuses on teaching language and literary content through informational texts as well

as novel/diary excerpts. Before each unit there are videos for the students to watch that summarizes the overall question of each unit, which serves as activation of their prior knowledge. Listening assessments, reading assessments and writing assessments are given based on Keystone concepts. Students also have to prepare a speech/presentation (either individually or with a group) which constitutes as a form of a speaking assessment. In their Literacy classroom, ELLs are instructed using the Expeditionary Learning curriculum. This curriculum requires a lot of social interaction between students; therefore, they are practicing their speaking skills, which are facilitated and informally assessed by teachers. The use of small groups gives students more opportunities to speak with their peers which assists the teacher in assessing their academic conversations. Writing is assessed with Expeditionary Learning with the quick writes and end of unit assessments.

6. How do you differentiate instruction for ELL subgroups?

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

a. Plan for SIFE:

At William A. Morris Intermediate School 61, a small number of our ELLs are SIFE students. For these students, we try to provide assistance in areas in which they may have deficiencies, in collaboration with guidance counselors to assist their transition into the school and classroom setting. We often use laptop computers, along with several computer programs, such as “Step by Step” and “Side by Side” which address fluency and basic literacy skills (such as phonics) that students with interrupted formal education often lack. Listening and writing skills are addressed, as well as answering questions about instructional videos that require student response.

We also use other instructional materials and supplies such as audio visual materials, books with accompanying tapes, graphics, picture dictionaries and stationary supplies to be used in the classroom.

By using resources such as ARIS, NYSESLAT scores, SCANTRON, and ELA/ELL assessment results, we can see the strengths and weaknesses of individual students, and plan instruction accordingly. In the past we had the privilege of using ELL Periodic Assessments provided by ACUITY, but unfortunately this service is no longer available.

b. Plan for newcomers:

We have approximately 17 newcomers at I.S. 61 (0-3 years of service). We address their needs by the following: We always invite our newcomers to participate in our after school programs. We offer computer and laptop assistance, where they can use special software geared at increasing English language proficiency. Our Keystone unit comes a newcomers book and CD which is what is being used within the ELL pullout model. Newcomers and beginners also use picture dictionaries that are uploaded onto laptops for individual or paired use.

Contact with mainstream teachers is also a large part of our newcomer plan at I.S. 61. The ESL teacher provides mainstream teachers with training and ESL resources, as well as specialized materials such as picture dictionaries, and simplified textbooks related to the topic they are teaching.

The co-teaching model allows the ESL teacher the opportunity to take a small group of newcomers for specialized mini lessons to teach the basics, such as ‘survival English’ for brand new students. We try to assign a ‘buddy’ to our newcomers within the first week, which is a responsible classmate who usually speaks the same native language.

The ESL teacher also provides the mainstream teacher with learning strategies for the lesson they are doing as often as possible. These strategies may differ between new arrivals, and ELLs who have been in the country for several years. They are provided with activities that are more content embedded as well as cognitively less demanding for newer students. To help make a smooth transition into an American school system, the ESL teacher provides newcomers with various beginning level workbooks, such as “This is Me” by Elizabeth Claire (Alta Book Publishers). Books 1 and 2 are used for these newcomers to help improve their beginning English skills which include basic phonics and vocabulary. These books also help to develop their basic writing and conversational skills. Picture dictionaries along with their workbook counterpart also help develop their basic vocabulary, both social and academic. Beginners/ newcomers are given differentiated homework which helps support their need for basic English skills in their ELL pullout class.

We also provide translators for parents, at our Parent Teacher conferences. Yet another role of the parent coordinator is to provide general information regarding the ESL program, as well as more specific details on the nature of each classroom's curriculum. Translations of documents and interpreters are provided for each language. Parents are given the opportunity to ask questions about the workings of the classroom and additional resources provided to each child.

For our newcomers, we always encourage writing in their first language in the beginning of their transition in order to reduce some of the frustration often felt when they are unable to participate in classroom tasks. They also are encouraged to draw or make a story map to communicate what they are trying to express. It is our goal to support newcomers by providing them with a framework that connects them to the work being done by the rest of the class. We do as much as we can to help make them feel comfortable and secure so they are willing to participate and interact.

Finally, we work with our first and second year students in a self contained group during our extended day time. Bilingual textbooks and dictionaries in math, social studies, and literacy are provided to scaffold instruction.

c. Plan for 4-6 year ELLs:

We try to address the individual needs of our 4-6 year ELLs by utilizing the NYSESLAT data to find the strengths and weaknesses of each student. By using resources such as ARIS, and SCANTRON we can see the strengths and weaknesses of individual students, and plan instruction accordingly. Students are assigned Instructional resources with Scantron to help build up skills in areas needed.

Our 4-6 year ELLs again scored mostly at the Advanced level of the NYSESLAT. However, Reading/Writing scores were lower than Listening/Speaking. We are continuing to utilize several instructional interventions to address this, such as:

- 4-Square Writing Method in all 3 grades, for both General and Special Education ELLs.
- Frayer Model vocabulary instruction method in all 3 grades, for both General and Special Education ELLs.
- Use of more Spanish/bilingual materials, including library books, dictionaries and subject glossaries, and bilingual texts in Math and Social Studies, to boost literacy skills in the native language.
- Keystone text and workbooks in all 3 grades and a blended Read 180 computer and Lexile level tracking system for ELLs in all three grades.

Strategies such as scaffolding, building schema, inferencing, using context clues, making connections, etc. are used in both their ESL and content area classes.

These strategies will give them that extra 'push' needed to score proficient on the NYSESLAT. Our 37 ELLs serviced for 4-6 years, are making great strides with the "READ 180" program, which (in conjunction with Expeditionary Learning) is a system that tracks Reading Lexile scores through leveled independent reading books, and an individualized computer program that assigns activities in speaking, listening, reading comprehension, vocabulary, spelling, and grammar. We hope this will prevent these students from becoming Long Term ELLs.

d. Plan for Long-Term ELLs:

Our plan for LTE includes a variety of strategies. Upon closer analysis of their NYSESLAT, ELA and Math scores, and SCANTRON scores we determined that a majority of our Long Term ELLs were testing at higher proficiency levels in Listening and Speaking than in Reading and Writing. We are currently in the process of analyzing the NYSESLAT, ELA, and SCANTRON data to determine which specific literacy skills were more problematic for ELLs across the board. This will in turn inform our instruction and test preparation to include more emphasis on those skills in our academic planning and curriculum mapping.

For all of our general education ELLs, we utilize an excellent program called "READ 180". This program is the curriculum for the Literacy class to which the ESL teacher pushes in. "READ 180" is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. This program is used in the workshop model in conjunction with Expeditionary Learning.

The program meets the needs of struggling readers whose reading achievement is below proficient level. It also directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct

instruction in reading, writing, and vocabulary skills. These are skills with which all our Long-Term ELLs seem to require the most help. We use Blended Read 180 Lexile/SRI assessment program incorporating Keystone textbooks and workbooks.

We use several graphic organizers, including the Frayer model for academic vocabulary instruction. We use the 4 square planning page for the writing process, which is carried out also in most content area classes. We also use Smartboard technologies to keep the class interactive and student centered. The ESL teachers use ESL focused websites, such as Readwritethink and Dave's ESL Cafe to keep the students engaged for more difficult areas such as grammar. The SMARTboard is used for listening activities/assessments, to show powerpoints, to view videos and photos that help scaffold content and vocabulary that will be discussed, and even to give class assessments.

e. Former ELLs:

Former ELLs are kept in their class with the other ELL peers, and receive instruction from teachers who already differentiate their instruction for ELLs. They are with the same ELA and Math teacher that they had when they were ELLs, so the teachers have knowledge of the students' abilities. These same ELA and Math teachers are with the ELLs and former ELLs for 6th, 7th and 8th grade. After ESL students reach proficiency level on the NYSESLAT, some are kept in an ESL class where their academic performance is continually monitored. We also work with their guidance counselors, team leaders, subject teachers and assistant principals. The ESL teacher observes former ELLs in addition to students still eligible for ESL services in their content area classrooms. The former ELL is also offered extra materials, resources, and supports to the teacher of that content area if the need arises. Some materials and resources may include native language resources, the addition of visual representations of information, and the sharing of ESL techniques in the classroom such as TPR.

If it becomes evident that transitional students are struggling in any of their academic classes, we then come up with a plan to help the students through A.I.S. services (small group instructions), tutorial services (when available), or a conference with the assistant principal as to whether an inter-class transfer is necessary.

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?

In the Special Education ELLs classroom, the ESL teacher gives as much support as possible so that we can move these students to the transitional stage. ESL methods and techniques are often used to help these students succeed. The methods used in the content area classes are also used in the content area Special Ed. ELLs classrooms. Many techniques that the special ed. teacher uses correlate with ESL standards and strategies. The ESL teacher is there to provide bilingual materials if necessary, as well as visual representations. Since the general ed. and special ed. classes are using the same curriculum (Expeditionary Learning) it is easier for the teachers to collaborate, share, and scaffold instruction in their classrooms. These strategies can easily be transferred to other content area teachers that do not have the extra support of the ESL teacher within their classroom.

The ESL teacher is always available to answer any questions these students may have, and often spends ten to fifteen minutes of the period, working with these students individually, or in groups.

There are a mixture of read alouds and shared reading. During shared reading, many cognitive strategies including interactive reading and predicting are used. This helps to prepare our special needs students for the NYSESLAT. Within the writing component, book talks, editing techniques and story webs are modeled.

Since some of our ELLs with special needs have difficulty with speech, we incorporate strategies to help with pronunciation, such as having students mimic the teacher and showing lip and tongue position when enunciating words.

Our plan for long term ELL-SWDs this year is to move students receiving service 4-6 years up one level in the NYSESLAT by using differentiated instruction, and other special interventions as mentioned above.

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?

Some of our 7th and 8th grade Special Ed. students are mainstreamed into their pullout ESL class so they can to receive their mandated services. For those who couldn't be mainstreamed, we altered our schedules so that we can push-in to their content area classes. These students are immersed in a Common Core aligned program in ESL, ELA, and Math. ESL teachers are also

available to access students' IEPs through SESIS and frequently attend IEP meetings to discuss student progress and inform colleagues of best practices.

Courses Taught in Languages Other than English [i](#)

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

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

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

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

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

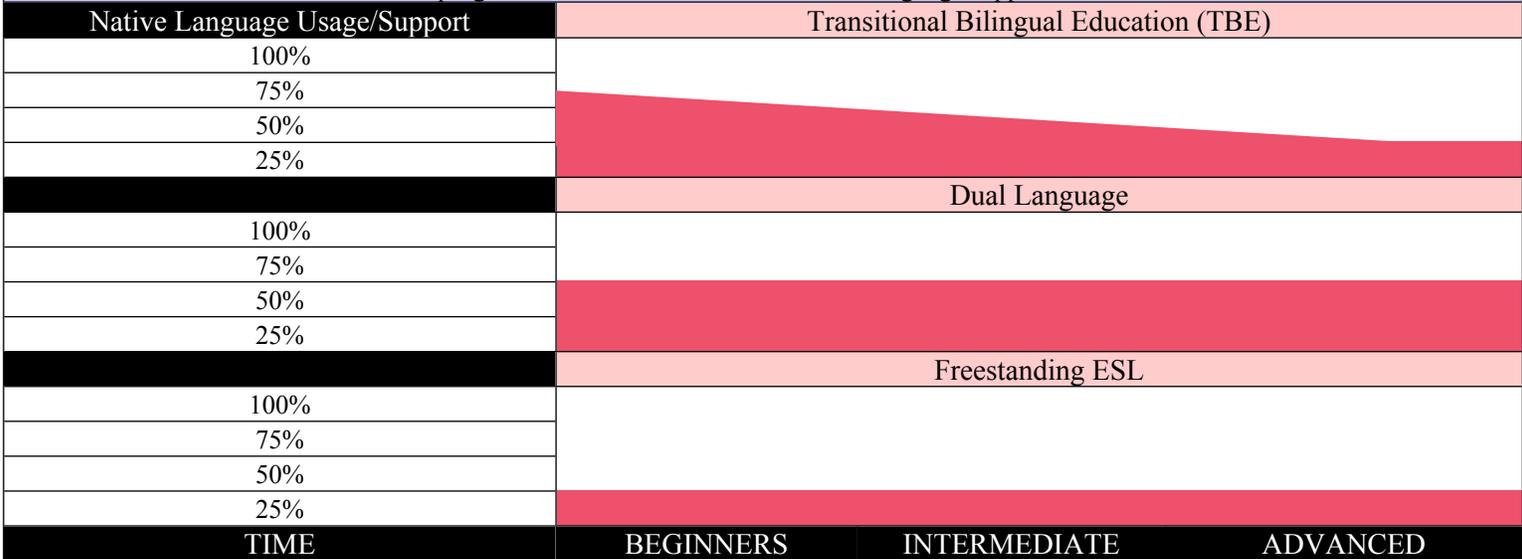
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

We are able to determine the level of literacy for the Spanish-speaking students using the results of the Spanish Language Assessment Battery (LAB). Of our 73 Spanish speaking ELLs, the results of the Spanish LAB range from 1-99 percentiles. These scores help us to determine whether a student's difficulty with reading is due to deficiencies in language or comprehension.

Using this data, we can help to drive instruction by focusing on our Beginner ELLs in ELA and Math. This can be achieved in many ways. Currently, we have several programs in place to help students with reading and math. There are several opportunities afforded to all of the students with a special focus on our long term ELLs at William A. Morris Intermediate School. We offer tutorial services in math and literacy via small group instruction. We also have a special after school program called Enrich Succeed Learn (E.S.L.), which is geared for remediation and improvement in math and literacy. This program runs from January to April.

In addition, our ELA and other content teachers work collaboratively in many ways with the ESL teacher, through professional development meetings. This assists them in becoming acquainted with ESL strategies and techniques. This is achieved by the ESL teacher attending team meetings, as well as meetings held by the literacy coach for literacy teachers. In addition, the ESL teacher meets informally with classroom teachers on a regular basis. Class and student observations are held routinely by the ESL teacher in the content area classroom. Teachers are always welcome to visit the ESL teachers' office and classrooms to borrow materials and books.

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

The programs that we use are Academic Vocabulary Toolkit and Keystone. Both of these programs require that students use academic language and comprehend and respond to higher-order thinking questions, through informal and formal assessments. While AVT focuses on academic vocabulary, each word has a targeted grammar focus, similarly Keystone texts also have grammar and literary focuses throughout the units to reinforce content and language development. These programs are proven effective based on the high amount of ELLs that scored proficient on the 2012 NYSESLAT.

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

We are improving our ESL student resources by purchasing new bilingual dictionaries (picture and academic) in languages such as Urdu, Bengali and Arabic. While we already have content area picture dictionaries, we are hoping to order more for every ELL to have their own picture dictionary.

We would like to improve our use of technology in the ESL classrooms by purchasing new laptops and software such as, The Oxford Picture Dictionary Interactive, and BrainPopESL. We are investigating a new ESL program called INSIDE by National Geographic, which has various components that we would be interested in purchasing such as the student books and the eAssessment, which includes a comprehension coach where students can record their reading. INSIDE also has a digital pathway component which includes many resources for students such as videos, mp3s, fluency models, and close reading cds.

We are continuing to use Keystone, a literacy curriculum program designed specifically for ELLs, in order to accelerate students' language acquisition and reading comprehension skills. The system includes six thematic units composed of four related readings: of the four readings, two are fiction, and two are non-fiction, related to one of the four core subject areas. Prior to reading a story, students complete preparatory activities designed to accelerate academic vocabulary through explicit instruction, develop word study and transferable reading skills, and practice grammar and writing. Student progress is assessed through a Pre-test and Post-test, 6 Unit tests, and exams given after each reading.

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

VMath because the school has purchased a new Common Core Curriculum for math.

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

We extend an invitation to our ELLs to participate in any of our after school programs. One program that is open to our ELLs is Extended Day. They can also go to homework help where they can do their homework with a teacher in the room to assist them. Extended Day meets Tuesdays and Thursdays after school from 2:20-3:10.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

The Keystone curriculum, the Read180 program, bilingual materials in Social Studies/Math/Science, the Building Bridges and Keys to Learning series (for beginner ELLs), 4-Square Writing method, Frayer Model vocabulary folders, and Academic Conversation worksheets. Word walls with pictures are used in the content area classes; spelling tests on the word walls are given once a week in some classes. Phonics based activities are used for some of our beginner level students, as well as our Heinle Picture Dictionary textbooks and workbooks. Using the BrianPopESL website, along with other interactive smartboard lessons, help to create a student centered environment where students are reading, writing, listening and speaking. For lower level students, bilingual references and picture dictionaries are always readily available to them. In the content area classes, the ESL teachers instruct students with different ELL strategies and techniques, such as journals, graphic organizers, building schema, modeling/scaffolding, etc. These strategies and techniques are also used by all the content area teachers with ELLs even if the ESL teacher is not present. Building on the students' CALP is one of the focuses of the content area classes as well as incorporating literacy. In content area classes ELLs make connections to the academic language being taught to them on a daily basis. The 6th grade science book is also on a CD, so the teacher can use the smartboard to model for students exactly how to use the book and what is to be read. Technology, when available, is a great resource for our ELLs for the content area classes.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Support materials include bilingual dictionaries and content area picture dictionaries. The Science textbooks in each grade contain bilingual glossaries, as well as Spanish workbooks and chapter summaries. Students are given access to bilingual Spanish, and Arabic dictionaries and state exam glossaries in their core subject classrooms. The Keystone curriculum provides Spanish summaries of each story in a Unit; these are distributed to beginner and intermediate students before reading. Prior to each vocabulary/grammar lesson, explanations and equivalents in Spanish are researched for presentation in class to beginner and intermediate students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The Keystone curriculum, a literacy program designed for ELLs, is geared toward a middle school demographic. Each reading selection is based on the anticipated reading levels of middle school students. The specific skills taught in each level of the Keystone curriculum (The "Building Bridges" level is utilized in 6th grade, Level A for 7th grade, and Level B for 8th grade) correspond to the NYS standard ELA curriculum. For our special Education 8th grader ELLs, work through the higher level units of the "Read 180" program, in addition to Keystone in their pull-out ESL class. Our Special Education 6th and 7th graders use Keystone in their ESL pull-out class and EL in their Literacy class.

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.

The ESL teachers attend the registration dates over the summer to assist in enrolling students who are eligible for ESL services. The ESL teacher and School Programmer meet in August, after registration, to identify newcomers in order to compose a schedule for administration of the LAB-R exam. The parents of newly admitted students, once identified as ELLs, are required to come up to the school for a parent orientation. That is when they watch the Parent Video describing their options, and they fill out the necessary documents (parent survey and program selection form). The orientations are scheduled according to the parents availability. We also try to seek assistance from a bilingual paraprofessional throughout this process.

18. What language electives are offered to ELLs?

There are currently no language electives available for the students at IS61.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Professional Development is ongoing. ESL teachers meet with subject area, Special Education and common branch teachers and Paraprofessionals at the start of the academic year in order to disseminate bilingual classroom materials for math, social studies, and science. Also distributed is a notice of all resources available to ELL students and teachers; this notice is given to teachers as well as assistant principals and supervisors. The first Monday of each month, there is a full staff professional development meeting held by the principal (mandatory for all staff). Also, every Wednesday afternoon, all content area teachers collaborate to discuss their needs and concerns. During these meetings, each content area meets in a designated classroom, where we break up into smaller groups according to grade level. This gives the teachers of these grades time to discuss their plans and make sure they are all on the same page, and are covering the same EL curriculum topics. It is a great opportunity for the teachers to share ideas, strategies and activities with one another. It also is a great time to discuss issues and concerns they are having about specific topics or students. This gives the ESL teachers time to participate and share their particular ideas and strategies, as well as to find out what topics are going to be covered in the upcoming weeks. This PD gives us time to plan and share information with teachers we don't get to see on a daily basis.

We also send many of our staff members to outside workshops throughout the year, where they receive professional development in different areas. We turnkey ESL workshops to other staff members, including supervisors, and support personnel.

Our Pupil Personnel secretary attends workshops that address many ELL related issues such as Home Language Surveys, exam error reports, and readmitting ELLs.

2. Due to the new CCSS curriculum that our ELA department is using (Expeditionary Learning), there are a certain number of professional development hours that are designated for the ELA teachers to assist them with implementing this new program. While the curriculum includes notes and strategies for differentiating instruction for ELLs, these meetings are a great resource because teachers can express their concerns and get feedback from not only other teachers, but the EL trainer. (Add Claudia's title) (Also refer to number 4)

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ESL teachers coordinate with administrators, team leaders, guidance counselors and lead teacher to notify teachers of 6th and 8th graders which of their students are receiving ESL services. We also discuss the subgroup of each student (SIFE, Long-Term ELL, newcomer, or special needs status) and how that may affect their articulation from 5th to 6th and from 8th to high school. Guidance counselors of ELLs remain in contact with the teachers to share information about personal problems these students may have with their transition.

4. Describe the minimum 7.5 hours of ELL training for all staff.
Training by the ESL teacher is ongoing, and most teachers have their mandated 7.5 hours of ESL training. All ESL workshops attended by ELLs personnel only is then turn-keyed to team leaders and assistant principals, who are able to relay the information to the rest of the staff through academy and team meetings. Mainstream teachers are encouraged to infuse these strategies and insights gained.

Every Wednesday the staff meets from 2:25-3:10pm to collaboratively discuss, plan and occasionally engage in professional development. A few times a year on these Wednesday meetings, the ESL teachers lead a "ESL Workshop" where packets of information are given out to the non ESL teachers of ELLs. These packets include information on the NYSESLAT, proficiency levels, student data and capabilities, as well as strategies, techniques and resources they can use to differentiate their instruction for ELLs in regards to the CCSS. One of the ESL teachers attended a CCSS workshop for ELLs last year that they turnkeyed to the other ESL teachers; they used information from this workshop to compile useful pieces for these packets. When teachers attend these "ESL workshops" they must sign in (as proof of attendance) and the payroll secretary (who is in charge of documenting PD hours) receives a copy of this list to add to the PD binder. The teachers who attend these workshops are also encouraged to keep the information they

received with them (as proof) and as a useful tool when planning their instruction.

D. Parental Involvement

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

We involve parents in the Literacy (and ESL pull-out) curriculum by sending home bilingual Spanish/English letters to parents of ELLs informing them of the content and theme of a particular unit the class is currently working on, as well as suggestions on how they can help their child in the areas of reading, writing, listening, and speaking.

In addition to notices, the ESL teachers can use the Translation and Interpretation Unit phonenumber, provided by the NYCDOE, to contact the parents of their ELL students. Phone calls are made to notify parents of their child's progress as well as any other concerns.

Kim Lucchesi, our Parent Coordinator is available to help our parents, especially those of ELLs with any questions pertaining to the health requirements needed to attend any New York City public school. She helps to distribute information with regard to health insurance, as well as the availability of preventative health clinics in our area. Our Parent Coordinator can also help parents if translation services are needed such as for parent conferences or IEP meetings. This can be done through three way phone calls with a member of the translation unit, or by arranging for a translation unit member to visit the school.

Another activity to increase parental involvement is "Family Fun Night" which will now be extended to our ELLs. Family Fun Night gives the staff an opportunity to meet with parents in an informal setting. This also gives the parents an opportunity to meet with teachers and participate in activities and socialize with one another. Family Fun Night occurs four times throughout the year, depending on funding, this incorporates a different theme for each event including food, crafts, sports activities and videos. Teachers and parents can communicate and connect on a more personal level during these activities. Spanish translators attend this event to further assist in communication.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Local community organizations often send bilingual notices to our Parent Coordinator regarding local events that are coming in the neighborhood. For example, this year our school participated in a New York Cares, which consisted of volunteers assisting to 'clean-up' the school environments. Staff, students, and their families planted flowers and painted murals on the doors of the library and auditorium.

We also notify parents of any workshops offered by the Office of English Language Learners, and send out information regarding the Dial-A-Teacher program offered by the United Federation of Teachers to help students with homework and/or academic questions they have while working from home.

Yet another key role of the parent coordinator is co-organizer of Curriculum Night hosted at our school. During this workshop, parents are invited to our school to listen to teachers provide information about the curriculums being used at the school. The ESL teachers are present to provide general information regarding the ESL program. Translations of documents and interpreters are provided for each language. Parents are given the opportunity to ask questions about the workings of the classroom and additional resources provided to each child.

Our school also hosts Parent Resource Workshops, which are held 6 times throughout the year. The workshops focus on informing parents about Math and Literacy. The Parent Resource Workshop switches subjects every other month. Translators are available to assist staff and parents throughout the workshops.

3. How do you evaluate the needs of the parents?

At parent teacher conferences, the ESL teacher surveys each parent on what things they feel need improving in our school. A major concern was the need for translated notices from the school. The Board of Education currently provides a standard translation of necessary documents, which must be sent out to be translated before it is sent out to parents. Items such as progress reports, notices about school events or trips, and phone calls regarding behavior are all done in the native language, if necessary.

I.S.61 address notification issues by sending out automated calls to families to inform them of school events and general information. The calls can be translated into Spanish and Arabic via a recording of a translator. There is a programming feature that can allow it to cater to a particular class, such as, the class consisting of primarily ELLs can receive all phone calls in the translated language, as well as in English.

In addition to assisting parents with these concerns, parents are able to access the school website which offers a very beneficial feature of being able to be translated into other languages through the use of Google Translate. The website allows parents to obtain information about upcoming events, testing, and contact information of specific staff members. Parents can contact their child's teacher(s) by e-mailing them directly. It also gives parents the opportunity to register to receive class email alerts to keep up to date on updates regarding the school and their child's classes. Along with the school website, ARIS has the option of being translatable for parents.

4. How do your parental involvement activities address the needs of parents?

We are aware that the diverse cultural backgrounds we service in our community often are at a disadvantage due to a language barrier. The wide variety of translation services we are providing help our parents stay involved in the academic progress of their children. We acknowledge that immigration and other issues beyond the academic arena may also be a concern, which has led to our notifying parents of other events and services 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: William A. Morris

School DBN: 31R061

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Tronolone	Principal		1/14/14
Dennis Whitford	Assistant Principal		1/14/14
Kim Lucchesi	Parent Coordinator		1/14/14
Amber Scordato	ESL Teacher		1/14/14
	Parent		1/14/14
Francesca Parasole/ESL	Teacher/Subject Area		1/14/14
Angela Palmeri/Literacy	Teacher/Subject Area		1/14/14
Rosanne Kipp	Coach		1/14/14
	Coach		1/14/14
	Guidance Counselor		1/14/14
	Network Leader		1/14/14
	Other		1/14/14

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R061 School Name: I.S.61 WILLIAM A MORRIS

Cluster: 94CL05 Network: 533

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Home Language surveys were used to determine the types of languages spoken at I.S.61. We have determined that 88% of our ELLs are Spanish speaking. The other 12% of ELLs create a population of other languages such as Arabic, Urdu, and Bengali.

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.

Our findings indicate a need for a Spanish bilingual translator. This service will ensure that the parents of ELLs will be informed about all school activities in their native language and that parent involvement would increase. Spanish bilingual translators are available to translate during the school day, if necessary and to meet with parents, teachers, and supervisors to discuss academic and/or behavioral concerns. If a translator is needed for a language other than Spanish, we tap the resources in our building. If we are unable to provide the necessary language, we turn to the Translation and Interpretation Unit.

The availability of these services were discussed at faculty conferences, PPT, SL, and PTA meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In order to open lines of communication with parents that speak languages other than English, our school utilizes a translation and interpretation unit provided by the NYCDOE Office for Family Engagement and Advocacy. It is available for over-the-phone service to assist in communicating with non-English speaking parents and families. In addition, if there is written material that must be translated into other languages we can fill out a Translation Request Form, which is found on the DOE website, then we can e-mail it to translations@schools.nyc.gov. We submit the TRF at least 3 weeks prior to when the forms need to be submitted.

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.

Interpretation services are provided for parents through outside services and in-house by school staff. We use the Translation and Interpretation phone unit to contact parents and also send automated phone calls to parents which informs them of school information and events in their preferred language. Bilingual school staff members are available throughout the day to communicate for parents that visit the school. They are also present at school events to assist in communication, such as Parent Teacher Conferences, Family Fun Night, etc. If necessary, bilingual paraprofessionals are present at IEP conferences to translate orally.

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>.

This regulation is being currently fulfilled through our use of oral interpretation and written translation services. In addition to Spanish, our Parent Coordinator is able to provide and translate important parent notices, signs, safety plan procedures, and Parent Bill of Rights into several other languages, via use of the Translation and Interpretation service. This unit maintains records and files of all notices and contacts with parents in a variety of languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: I.S. 61	DBN: 31R061
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: An English after school program will address 30 ELLs who are 6th, 7th, and 8th grade general education and special education students. The program will begin on March 5, 2013 and run through April 11, 2013. The program will meet three times per week from 3:15-5:15. This program helps students build essential literacy skills by immersion in an all English environment and infusion of recreational arts. This program will be taught by a Literacy teacher who will be co-teaching and co-planning with 2 ESL teachers. In addition, an administrator will be hired to supervise the program, as it is the only program running during this time period. A paraprofessional will assist to support the three students who have this service indicated on their IEP.

The activities in the after school program will provide explicit focused instruction that accelerates students' language acquisition and reading comprehension. In addition, after strategies are introduced and practiced, students will be able to master strategies by applying them to reading/writing exercises. Students will practice responding to text-dependent questions, similar to those that will appear on the ELA exam.

The students will be organized into groups according to their English proficiency level; basic, intermediate, and advanced. Teachers will rotate amongst each group throughout the sessions. Teachers will use Kaplan Test Preparation workbooks, as means to instruct students with reading comprehension strategies that will prepare them for the revised ELA exam in April 2013. ESL teachers will scaffold these strategies with struggling readers by accessing leveled content via Readworks.org. Students will be provided with technology such as iPads as supplemental resources, where they can access educational apps for individualized reinforcement.

This program aims to help ELL striving readers to master vocabulary, fluency, comprehension, and writing skills. The skills that we will reinforce and the tasks that students will complete through this program will align with the Common Core State Standards.

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

Part C: Professional Development

Begin description here: The teaching staff at William A. Morris is given opportunities to attend professional development workshops, pertaining to ELLs, throughout the school year. Training by the ESL teachers is ongoing, and most teachers have their mandated 7.5 hours of ESL training. Throughout this year, the Achievement Coach for ELLs from our network (Maria Maisano) will provide workshops for our ESL teachers, who will turnkey information to the staff. The 2 ESL teachers attended a recent workshop on Wednesday, November 21, 2012 from 8:00 AM to 11:30 AM at the Petrides Building A Room 118 (715 Ocean Terrace; Staten Island, NY). The topic of the workshop was "Questioning and Text-Dependent Questions" aligned to Danielson Competency 3b. Our ESL teachers will attend 3 other workshops this year that relate to the CCSS and are offered to us at no cost from our network. The dates of these workshops have not yet been determined, but the time and location will be the same as the workshop mentioned above.

The 2 ESL teachers were also invited to attend the 3-day Academic Vocabulary Toolkit Pilot for ELLs with Dr. Kate Kinsella. The Academic Vocabulary Toolkit is a supplemental program, provided by National Geographic and the NYC DOE, that targets 2 essential areas of language and literacy development for ELLs. They attended the workshop on December 3rd and 4th, 2012 from 8 AM to 3 PM at the New York Academy of Medicine's Education and Conference Center, 1216 Fifth Avenue, Room 440, Manhattan. They will attend the last day of the workshop on January 30th, 2013 at the same location and time as the ones held in December. Title III funds will not be used to support the professional development of teachers.

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: Monthly activities will give parents the opportunity to actively participate in their child's learning environment. Activities will include, Family Fun Nights where students' families are invited to share in various activities such as arts and crafts. Family Fun Nights occur once a month from 6 PM to 7:30 PM. The parents will be notified about these event by receiving a sign-up form in English and their native language; it will also be posted on the school's website (IS61knights.org). Each Family Fun Night has a theme that relates to that particular time of the school year. A harvest theme was used for Family Fun Night held on October 25th, 2012 from 6-7:30PM. On December 11, 2012 from 6-7:30 PM we had a holiday theme for Family Fun Night. This gave parents an opportunity to meet and speak with teachers and be informed of their child's academic progress and important upcoming school events. Teachers, administration and paraprofessionals of IS61 ESL and Special Education departments will be providing the support needed for these events.

In addition, during the first week of the after school program, the parents will be invited to join their children (during the last hour of the program). They will sit with their children to comprehend what is

Part D: Parental Engagement Activities

expected for their child to succeed and how they can support them with the work at home. Parents will receive activities and strategies that can help their child prepare for the ELA, Math and NYSESLAT exams. Parents will be able to preview samples of the exams, as well as receive the NYC DOE NYSESLAT brochure. All written information they receive will be translated in Spanish, Albanian, Arabic and French (the family's native language). Helpful websites that can assist the whole family with improving their English will be provided, as well as activities they can do as a family to practice English. This support will be provided by the 2 ESL teachers, the ESL ELA teacher and the ESL Math teacher. Through Title I translation services, translators will be available at these events.

Part E: Budget

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

Allocation Amount: \$

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

