

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: INTERMEDIATE SCHOOL 61 LEONARDO DA VINCI
DBN (i.e. 01M001): 24Q061
Principal: JOSEPH J. LISA
Principal Email: JLISA@SCHOOLS.NYC.GOV
Superintendent: MADELINE CHAN
Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

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

Directions:

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

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

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
	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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, there will be an increase of 4 growth percentile points for ELL's as measured by the 2015 NYS Math Exam.

Comprehensive Needs Assessment

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

After close analysis of the NYCDOE School Quality Review Guide and Snapshot, we identified a large gap between the performance of our English Language Learners compared to students that are proficient in English. Our 6th grade ELL's scored 12 growth percentile points lower than non-ELL's and our 7th grade scored 8 growth percentile points lower than non-ELL's. When compared to our ELA results, we found that the gap was smaller for each grade level. We have determined that using ELL strategies used by the ELA Department can reduce the gap by 4 growth percentile points.

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. Incorporating ELL strategies into the Math curriculum that are statistically proven to increase student achievement.
2. Implementation of Word Generation Curriculum, infusing Academic language into every Math lesson.
3. ELL's scoring in the lowest third in Math were selected to attend our after-school program which utilizes the web-based Destination Math program, Finish Line for ELL's workbook series and Get Set for Math text books – all of which include ELL specific Math strategies.
4. Providing all Math teachers with their Pivot Table data from the School Quality Review Guide so they can identify their level of success with ELL's. Teachers with a low level of success will receive peer training by teachers with a high rate of success (a lower gap in the growth percentile between ELL's and non-ELL's)

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

1. Math Coaches, Math Lead Teacher, all Math Teachers, Math Administrator, AIS Teachers, Teacher-led Inquiry Teams

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

1. Pre, Mid, and Post Tests to assess growth in each unit of study aligned to Common Core
2. Teacher-led data dives to assess and refine Common Core Tasks with a focus on ELL's as a subgroup
3. Teacher-led data dives to assess and refine common core aligned Department-wide assessments with a focus on ELL's as a subgroup
1. Increase teacher collaboration led by Math Lead Teacher and Coaches to customize engaging, rigorous instruction aligned to Common Core

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

1. November : Analysis of School Quality Review Guide Pivot Table data identifying areas in need of improvement
2. December – January: Teachers are provided with their individual data reports.
3. September – June: Word Generation Curriculum infused into every lesson. Teacher training of ELL strategies to be used in their Math lessons on a daily basis.

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

1. ESL Coordinator ensures that all English Language Learners are in the appropriate class to receive the academic interventions they require. All Math teachers will use ARIS to identify students as ELL's to provide the appropriate interventions and strategies.
2. Use of Destination Math, Finish Line for ELL's and Get Set for Math programs using ELL strategies.
3. Word Generation Curriculum as a resource for improving achievement for ELL's.

Strategies to Increase Parental Involvement

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

Parents are encouraged to actively participate on the School Leadership Team, Parent Association and Title I Parent Committee as trained volunteers and welcomed members of our school community.

Parents are encouraged by Teachers, Administrators, Guidance Counselors, Deans and the Parent Coordinator to frequently login to Engrade to monitor how their child is performing on a daily basis.

Teachers provide information regarding Math Curriculum and expectations to parents/guardians throughout the year.

Providing materials and training to help parents work with their children to improve their achievement level.

Providing parents with information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

All information that can be translated for our ELL population are sent home to parents/guardians in their native language whenever possible.

Budget and Resource Alignment

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

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.

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Goal and Action Plan #2

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

Annual Goal #2

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

By June of 2015, the percentage of students achieving proficiency in ELA will increase by 4.4% as measured by the 2014-2015 NYS ELA exam.

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.

Our 2013-2014 School Quality Guide reports that we are 'Approaching Target' for Student Achievement. 16.1% of our students attained a level 3 or 4, as opposed to 20.5% of our Peer Comparison. This data is based on the NYS Common Core ELA scores for all grades (6, 7, and 8.) By increasing the percentage of our students attaining proficiency, we will be closer to 'Meeting Target' for Student Achievement. Student Achievement was the only section of our School Quality Guide that we did not meet the target. The Capacity Framework includes an element for Rigorous Instruction aligned to the Common Core. There is a need to refine strategies for rigorous instruction aligned to Common Core to meet our target for Student Achievement.

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. Students considered 'at risk' as well as students below proficiency will be provided with academic intervention services
2. Complete alignment and revisions of the ELA curriculum with the Common Core Learning Standards
3. Continued evaluation of all ELA materials with the "Literacy Instructional Materials Review Rubric" supported by the NYCDOE
4. Review and revise ELA curriculum using Universal Design for Learning
5. MOSL selection of NYC Performance Task comprised of a beginning of year baseline and end of year benchmark contributing 20% of all ELA teacher's rating

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

1. ELA Coaches, ELA Lead Teacher, all ELA Teachers, ELA Administrator, ESL Teachers, AIS Teachers, ESL Coordinator

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

4. Pre, Mid, and Post Tests to assess growth in each unit of study aligned to Common core
5. Teacher-led data dives to assess and refine Common Core Tasks
6. Teacher-led data dives to assess and refine common core aligned Department-wide assessments
7. Increase teacher collaboration led by ELA Lead Teacher and Coaches to customize engaging, rigorous instruction aligned to Common Core
8. Administration of Citywide Measures of Student Learning Baseline and Benchmark Performance Task

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

1. Post tests administered four times during the academic year after each Unit of study
2. NYC Baseline Performance Task administered October – November
3. December – January: Teachers are provided with their individual data reports.
4. NYC Benchmark Performance Task administered in May

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

5. Incorporation of Word Generation vocabulary enrichment program.
6. Integration of Close Reading strategies in ELA and all content areas.
7. Teaching literacy skills in all content areas.
8. Disaggregation of the 2014 NYS ELA Exam to identify sub-groups for the purpose of using strategies specific to each child's needs.
9. After school ELA program for our lowest third population using Achieve 3000, MyOn Reader, and Destination Reading.
10. Academic Intervention Services provided for At Risk students and our lowest third including the use of WILSON and the Rewards Reading Program
11. Use of Prosper Data from Pre and Post Tests to inform instruction for the differentiation of every lesson to meet each child's needs.

Strategies to Increase Parental Involvement

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

Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

Parents are encouraged by Teachers, Administrators, guidance Counselors, Deans and the Parent Coordinator to frequently login to Engrade to monitor how their child is performing on a daily basis.

Teachers provide information regarding ELA curriculum and expectations to parents/guardians throughout the school year.
 Providing materials and training to help parents work with their children to improve their achievement level.
 Providing parents with information and training needed to effectively become involved in planning and decision making in support of the education of their children.
 Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
 All information that can be translated for our ELL population are sent home to parents/guardians in their native language whenever possible.

Budget and Resource Alignment

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

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.

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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 2015, 100% of students will be well known by at least one staff member who will be able to clearly articulate that student's development and progress throughout the year.

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 2014-2015 Citywide Instructional Expectations calls on schools to "Ensure **knowledge of students** and their work, and use this knowledge as the starting point for planning." The Capacity Framework includes an element citing a Supportive Environment where students feel safe, supported, and challenged by their teachers. Analysis of our 2013-2014 School Survey demonstrates that only 54% of our students say that most students at the school treat each other with respect. This needs assessment of our school environment for our students informed the development of this annual 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. Coordinated student support services, primarily the 'Leader in Me' program.
2. All 6th and 7th grade students will be provided one period of Advisory in a small group setting with the teacher.
3. Training all staff members in the 7 Habits of Highly Effective Leaders .
4. Students educated on the 7 Habits and how to use them in their Advisory classes as well as each discipline.

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

1. All Teachers, All Administrators, Deans, Guidance Counselors

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

1. Teacher generated Action Plans using the Inquiry process with a focus on student's social and emotional literacy with set timelines throughout the year
2. Student surveys
3. Teacher team walk-throughs using the Inquiry process to assess the degree and effectiveness of implementation
4. Teacher generated action plans based on the assessment of the effectiveness of the program

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

1. September-October: Training provided by trained staff members and 'Leader in Me' Representatives to all staff members and students
2. November – December: Teacher teams assess the effectiveness of the program using the Inquiry process
3. January: Teachers design Research Action Plans through Inquiry; continue to implement program in classrooms
4. February – May: Teachers execute Action Plans and collect data
5. June: Teacher teams revise program based on data collected and action plans to inform 2015-2016 Advisory

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

1. All 6th grade students receive one full period of Advisory per week in a small group setting.
2. All 7th grade students receive one full period of Advisory per week in a small group setting.
3. All 8th grade students receive Leader in Me programmatic training
4. 'Leader in Me' Representatives available as a resource to assist with the implementation of the program
5. 'Leader in Me' materials and website used as resources for staff and students throughout the year

Strategies to Increase Parental Involvement

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

Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

Parents are encouraged by Teachers, Administrators, guidance Counselors, Deans and the Parent Coordinator to frequently login to Engrade to monitor how their child is performing on a daily basis.

Teachers provide information regarding ELA curriculum and expectations to parents/guardians throughout the school year.

Providing materials and training to help parents work with their children to improve their achievement level.

Providing parents with information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
All information that can be translated for our ELL population are sent home to parents/guardians in their native language whenever possible.

Budget and Resource Alignment

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

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.

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, the percentage of teachers providing pre-referral intervention strategies will increase by 16% of our teacher population.

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.

Data from our School Quality Guide indicated that the percentage of students with IEPs grew from 14% to 17% over the last 3 years. Using this data, along with the 2014 – 2015 Citywide Instructional Expectations focus on ‘Collaborative Professional Learning’ stating that:

- Targeted intervention teams, for example Response to Intervention, pupil personnel, or special education school implementation teams, comprised of administrators, teachers, and other staff regularly analyze relevant screening and diagnostic data, student work, and observation notes to develop targeted interventions and engage in ongoing process monitoring protocols

Based on the above information, we identified the need to create the suggested targeted intervention teams.

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. Professional Development, identify targets, classroom observations, teacher feedback, providing direction to staff.
2. Response to Intervention strategies turn keyed by Consultant Team members to General Education Teachers
3. Consultant Teams meet regularly to discuss diagnostic data and observation notes to monitor protocols
4. All teachers are provided with information regarding the purpose and benefits of the Targeted Intervention Teams for students they are considering referring for PPC meetings for Special Education referrals.

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

1. Consultant Team: Administrator, Dean, Guidance Counselor, 2 Special Education Teachers and 1 General Education Teacher

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

1. Any student ‘At Risk’, low-level in reading comprehension, students that do not respond appropriately to environmental cues, performing low academically and/or displaying low social/emotional efficacy.
2. Observation notes reviewed weekly by Consultant Team.
3. Provide parents of students receiving interventions with quarterly progress reports generated by the teachers’ online grade book (EngradePro.)

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

1. September – November: Introduce the program (Principal discusses expectations of the vision of the program and the finished product; initial professional development led by Special Education Supervisor.) Teacher teams provide reports on the assessment of students in their classroom setting and their progress after each observation
2. December – February: Professional Development will address the needs of the team after initial feedback. Teacher teams continue to observe intervention/teacher training of appropriate intervention to meet the needs of specific identified students
3. March – June: Provide literacy skills/strategies for identified students. Consultant Team pull out of at risk students prior to NYS ELA and NYS Math exams.

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

1. Response to Intervention strategies used by consultant team and general education teachers
2. Consultant Teams meet once a week to discuss students in need of interventions, their progress and to determine whether a referral for evaluation is in the best interest of each student
3. Teachers provide WILSON, Word Generation, Rewards Program, Thinking Maps, use of technology programs such as MyOn Reader, Achieve 3000, Brainpop
4. Academic Intervention Services provided by staff members trained in one or more of the above mentioned programs

Strategies to Increase Parental Involvement

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

Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

Parents are encouraged by Teachers, Administrators, guidance Counselors, Deans and the Parent Coordinator to frequently login to Engrade to monitor how their child is performing on a daily basis.

Teachers provide information regarding all curriculum and expectations to parents/guardians throughout the school year.
 Providing materials and training to help parents work with their children to improve their achievement level.
 Providing parents with information and training needed to effectively become involved in planning and decision making in support of the education of their children.
 Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
 All information that can be translated for our ELL population are sent home to parents/guardians in their native language whenever possible.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	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	WILSON Reading System, REWARDS Program, Achieve 3000, MyOn reader online reading program	Small group instruction, Pull out groups, one-to-one	During the school day and during after school programs
Mathematics	Destination Math, On Core and Go Math materials and teacher created materials	Small group instruction, Pull out groups, one-to-one	During the school day and during after school programs
Science	Literacy strategies executed in Discipline related text. RTI through the Inquiry Process	Small group instruction, Pull out groups, one-to-one	During the school day and during after school programs
Social Studies	Literacy strategies executed in Discipline related text. RTI through the Inquiry Process	Small group instruction, Pull out groups, one-to-one	During the school day and during after school programs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counseling	Guidance Counselors meet with individual students to discuss attendance, goal-setting, study habits and issues affecting self esteem	During the school day and during after school programs

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Effective professional development is focused on the improvement of student learning through the improvement of the skill and knowledge of educators. I.S. 61 promotes specific professional development activities that are anchored in Charlotte Danielson's rubric of teacher effectiveness over a period of time to improve students' demonstrated knowledge and skill levels in reading, writing and mathematics, as measured by portfolios of student work, Common Core aligned assessments and state examinations. Similarly, effective professional development is connected to questions of content and pedagogy that are related to instructional practices as well as general effective teaching practices. Professional development, therefore, is designed to develop the capacity of teachers to work collectively on problems of practice as well as to support the knowledge and skill development of individual educators. • First and second year teachers will be assigned to mentors to help provide additional instructional support. Mentoring sessions will include some of the following practices: set goals, plan (agendas and action plans) and establish targets; review progress in implementing content specific instructional design; collect, analyze and monitor student performance results. By meeting together, teachers and mentors will be able strategically build capacity and sustain change to produce and maintain high levels of student achievement as well as align standards, curriculum, assessment, instruction and instructional materials to improve performance capabilities of students and teachers. • We program Common Planning time for teachers of the same subject to meet weekly. This provides time for nurturing new teachers as they work with teachers that are experts in their content as well as in implementing best practices with research based instructional strategies.

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

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

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

- Professional Development conducted by Instructional Leads in all subject areas.
- After school program in ELA and Math
- Use of ELA Instructional Coach and Math Instructional coach
- Teams of teachers using the process of Inquiry to incorporate research based instructional interventions
- Queens Congregation United for Action (QCUA)
- New York City Department of Education office of Adult and Continuing Education
- Every Person Influences Children (EPIC)
- SCO Family of Services Development Center
- Coalition for Educational Justice (CEJ)
- Urban Advantage
- Parents As Arts Partners
- New York Junior Tennis League & The Sports and Arts Foundation
- Legal-Aide Society

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

- MOSL team selected the assessments used to measure student learning using Baseline and Benchmark assessments.
- All Departments utilize teacher collaboration for the development of Common Core Aligned Pre and Post Tests designed to promote rigorous instruction.

All pedagogues use formative and summative assessment data to inform instruction daily to meet the needs of all learners.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

I.S. 61's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

I.S. 61 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;

I.S. 61, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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.

DBN: 24Q061

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school	references where a related program activity has been described in this plan.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,370,627.28	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$81,612.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$12,630,837.00	X	See action plan

1Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 061
School Name Leonardo da Vinci		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	2	1					4
Dual Language <small>(50%:50%)</small>									1					1
Freestanding ESL														
self-contained							13	11	14					38
SELECT ONE														0
Total	0	0	0	0	0	0	14	13	16	0	0	0	0	43

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	97	19	8	0	0	0	4	0	4	101
Dual Language	15	2	0	1	0	0	0	0	0	16
ESL	235	24	27	192	4	80	208	0	106	635

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	347	45	35	193	4	80	212	0	110	752
Number of ELLs who have an alternate placement paraprofessional: <u>13</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							30	40	31					101
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	30	40	31	0	0	0	0	101

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>31</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>31</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							224	163	181					568
Chinese							8	8	6					22
Russian							1	0	2					3
Bengali							3	1	4					8
Urdu							3	0	3					6
Arabic							0	1	1					2
Haitian							0	0	0					0
French							1	1	1					3
Korean							0	0	0					0
Punjabi							0	1	1					2
Polish							0	0	0					0
Albanian							0	0	0					0
Other							7	3	11					21
TOTAL	0	0	0	0	0	0	247	178	210	0	0	0	0	635

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							51	69	76					196
Intermediate(I)							46	38	66					150
Advanced (A)							179	112	115					406
Total	0	0	0	0	0	0	276	219	257	0	0	0	0	752

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	189		59		9		2		259
7	149		47		7				203
8	198		34		2				234
NYSAA Bilingual (SWD)							1		1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	35		110		47				192

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

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

Part IV: ELL Identification Process

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

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

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

When parents register their child, I.S. 61 conducts an on-the-spot, one-on-one parent orientation. The ELL Coordinator / an available ESL teacher, a certified pedagogue, conducts this in-take process, which begins with filling out the HLIS. If at least one question in Part 1 and two questions in Part 2 of the child's HLIS indicate that the student uses a language other than English this student is considered to have a home language other than English. Once it has been determined that the child's home language is other than English, the ELL Coordinator / ESL teacher immediately interviews the parent and the child. This initial screening of the child often includes administering the LAB-R examination to the student instantaneously, so that more information is available to make an informed decision on placement. During this interview parents are provided with a copy of the Parent Brochure in their preferred language and are shown the DOE video on the three types of programs for ELLs in the parents' preferred language. If necessary the interviewer invites an available qualified interpreter to assist in communicating with the parents in their preferred language. Once it is clear that the parents understand all three program choices and have had all their queries addressed, they complete the Parent Survey and Program Selection Form in their preferred language. The whole in-take process ensures that ELLs

are placed in parent-chosen, educationally appropriate programs without delay. All eligible newcomers are administered the LAB-R within ten days of the registration. It is hand-scored on the same day and the final placement decision is made by the ELL Coordinator and a school administrator. Newly-admitted students whose home language is Spanish are also administered Spanish LAB within ten days after registration. Finally, Entitlement/Non Entitlement letters and Placement letters in parents' preferred language are sent home with the student. When parents choose a program not offered in the school, or if currently there is no room in the program of their choice, then they are offered the option of transferring their child to a school that offers that program. IS 61 then keeps records of the parent choice and will notify them when the program of their choice becomes available.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
During the registration, parents are provided with a copy of the Parent Brochure in their preferred language. At the same time they are shown the DOE video describing the three program choices in their preferred language. During the registration, available qualified interpreters help the ELL Coordinator / ESL teacher answer parents' questions if any.
Other opportunities for parents to receive information on ELL programs are during PTA meetings, "Welcome Back to School Night", scheduled adult ESL classes, parent-teacher conferences, other parent workshops offered throughout the year, and Project Jump Start. Through these processes, the alignment between parent choice and program offerings has been established and the Parent Coordinator, ESL/Bilingual Assistant Principal and ELL Coordinator continue to reach out to parents to ensure that communication is maintained.
Each in-coming sixth grade student receives a survival packet which includes: essential information on school curricula, programs, policies, and procedures; future class and room assignment, along with a map of the building; and a summer reading list and math activities resource. Administrators visit the feeder schools to personally meet the students. Also, an evening and afternoon orientation is planned and hosted by the Parent Coordinator at our school for students and their families to become acquainted with IS 61 before officially joining our school community, during which administrators, teachers, and guidance counselors make themselves available to speak and answer questions with the help of available qualified interpreters.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At I.S. 61, the in-take process includes filling out the Parent Survey and Program Selection form. Parents complete this form during the registration. The original is then kept in the student's cumulative record and a copy is made which is kept separately by the school's ELL Coordinator. The entitlement/non entitlement letter along with the placement letter are sent home with the student within ten days of the registration.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Newly registered ELLs are placed in TBE or ESL programs based on the parent choice. If there is no room in the program of their choice, parents are offered during the registration the option of transferring their child to a school that has available seats in that program, e.g., IS 235 Academy for New Americans. At all times the school's registration team communicates with the parents in the parents' preferred language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every spring, ELLs are evaluated on their eligibility for continued ESL/Bilingual services and their progress in all four modalities: Speaking, Listening, Reading, and Writing, when they are administered the New York State English as a Second Language Achievement Test (NYSESLAT). All ELLs take this examination in accordance to the city-wide testing calendar, which has it scheduled from mid-April until the end of May. The school testing team creates a schedule for administering all the four sections of the NYSESLAT and makes sure proctors are provided all necessary materials on the days of the test administration. Students who miss at least one section are given a chance to take it during the make-up period.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Based on the review of the Parent Survey and Program Selection Forms for the past three school years, one can see a number of clear trends in program choices that parents have requested. Parents of Spanish-speaking students are more likely to choose the TBE program: on average 90% of the families. A small number of Spanish-speaking families have indicated the ESL program as their first choice even if their children did not speak any English. Similar to Spanish-speaking parents, most Chinese-speaking parents have requested the TBE program for their children. Only a few Chinese-speaking families have requested the ESL program. Unlike Spanish-speaking parents and Chinese-speaking parents, parents of students who speak low-incidence languages at home have demonstrated a strong trend (about 80%) to request the ESL program with only some parents requesting the TBE program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Instruction for ELLs has been aligned with the common core state standards, and delivery of ESL services is provided through a combination of self-contained ESL classes and a push-in/co-teaching model. ELLs are grouped in classes according to their grade level and travel together as a group. There are no ungraded classes in our school. The large number of ELLs in our school (752) allows us to group them in classes more or less homogeneously. Most ELL classes have students at one or two consecutive proficiency levels, e.g., Beginner/Intermediate, or Intermediate/Advanced. Some Advanced ELL classes also include former ELLs who have recently tested out on the NYSESLAT.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

I.S. 61 implements Transitional Bilingual Education (TBE), English as a Second Language (ESL), and Dual Language programs in accordance with CR Part 154 and Title III guidelines for general and special education English Language Learners (ELLs), in order to support the development of English proficiency and literacy in an academic context. These programs run from September

through June and certified Bilingual and ESL teachers deliver services to these students. All students at the beginner and intermediate levels of English proficiency receive the mandated eight periods (360 minutes) of ESL instruction a week, while students at the advanced level receive at least the required four periods (180 minutes). Data from the NYSESLAT and LAB-R/NYSITELL will determine the implementation of the 180 or 360 minutes of ESL instruction.

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

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

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

In order to evaluate ELLs in their native language throughout the year content area teachers of ELLs utilize various translation services to obtain copies of content area assessments translated into home languages of their students. Every May, ELLs in the TBE and DL programs as well as EPs take the ELE (Spanish Reading) Test.

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

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

At the beginning of each lesson, our ESL teachers use NYSESLAT type questions targeting the Listening and/or Speaking skill. Teachers then use their observations for informal assessment and warm-up quizzes for formal assessment of their ELLs' Listening and Speaking.

6. How do you differentiate instruction for ELL subgroups?

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

Plan for SIFE Students

From the RSFE report generated through ATS, we initially have identified 49 SIFE students. Screening for LEP/ELL SIFE takes place at the point of entry to NYC DOE schools. This includes the Home Language Identification Survey (HLIS), Language Assessment Battery-Revised (LAB-R), the Spanish LAB for Spanish speakers, and the Oral Interview Questionnaire. In addition to these formal assessment tools, we use teacher observation and analysis of student class work. Data from these various sources flags students as potential SIFE ELLs. Teachers then interview these students to determine whether they qualify as SIFE. Teachers can also canvas parents in order to learn more about students' cultural and familial backgrounds. Moreover, feedback from these assessments drives instruction during literacy in Native Language Arts.

During the school year our school's SIFE team uses a number of different measures to identify SIFE:

- Writing samples in English and their native language;
- Teacher nominations;
- Academic record, grades and tests scores;
- Informal assessment of literacy skills;
- Interview/inquiry into student's academic background

I.S. 61 was very fortunate to participate in SIFE-targeted grants. However, due to the many different after school programs offered to students through Title I, and outside agencies that operate in our school building after hours such as NYJTL, and the different responsibilities that preclude our students from attending the extended day session, we can ensure that only most SIFE / LTEs can participate in these targeted SIFE / LTEs solution programs. For this reason, these programs need to support and be integrated into the quality, sound instructional program that students encounter on a daily basis. Even students who are not SIFE / LTEs will benefit from these programs as they allow for differentiation of instruction. By implementing them, we are being proactive, and taking steps to decrease the number of students who may become LTEs. Through the DOE targeted funding these past years, we have procured ACHIEVE 3000, Destination Success, and EMC Paradigm. Academic Intervention Services (AIS) provide SIFE and Long-term ELLs (LTEs) with additional support to increase literacy and mathematics skills. These small group services are implemented during the school day. Our students also receive an extra period per week of instruction in social studies and science.

Teachers of SIFE students participate in professional development study groups in order to learn specific strategies and techniques that help students achieve their greatest potential. In addition to what is provided in I.S. 61, on-going professional development at the citywide and network level provide staff with the skills to target language needs and the activities and practices to realize language proficiency and literacy.

We credit the success of the SIFE grant programs to the comprehensive professional development offered by the vendors. It is a combination of workshop sessions and in class coaching. The professional development facilitators model the techniques with the students as the teachers look on. Questions are addressed on the spot. During the workshops, instructional strategies are discussed and program features are demonstrated. Teachers who are more experienced conduct our in house professional development workshops. We have found that teachers appreciate the opportunity to learn from each other and this balances their professional learning opportunities with both inside and outside “experts”. The 2013-2014 SIFE/LTE grant application was submitted and we await the announcement of the award. In order to address the needs of SIFE and Long Term ELLs, it proposes among other things group counseling sessions to build life and career skills for students and academic classes for students and parents. Another component of the grant provides professional development for teachers.

Plan for Newcomers

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

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

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

Plan for Long-Term ELLs

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

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

Plan for Transitional Support

Newly proficient students will be offered the opportunity to participate in the Title III Program for ELLs. They will also be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment. Once students have achieved English language proficiency as determined by the NYSESLAT examination, they are offered the opportunity to continue for one year as an opt-in student in ESL as long as there is space in the program. All former ELLs who achieved a level of proficiency within the last two years receive the same testing modifications as ELLs. This affects almost 300 students each year. Many newly proficient students sit side by side their ELL classmates in classes with about half of each: general education (GE) and ELL students. This arrangement is beneficial for both the ELLs who are being mainstreamed and the newly proficient GE students who have this additional support to supplement and reinforce language learning.

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

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

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

In order to enable our ELL-SWDs to achieve their IEP goals and attain English proficiency along with self-contained 12-1 and 12-1-1 classes we have a large number of ICT-ELL self-contained classes with no more than 12 students with IEPs and 18 students without IEPs. This brings the total number of students in such class to 30 which makes it the least restrictive environment. Teachers of our ICT-ELL classes use the same CCSS-aligned curriculum for content areas and ESL instruction as any other class without SWDs. Content area teacher and SE teacher as well as ESL teacher work together as a team to plan instruction for their ELL-SWDs. Once a week they meet for 45 minutes in inquiry groups to discuss their students' progress and plan further instruction. ELL-SWDs are also encouraged to attend the extended-day activities where they receive extra instruction in various content areas as well as in the English language.

Courses Taught in Languages Other than English

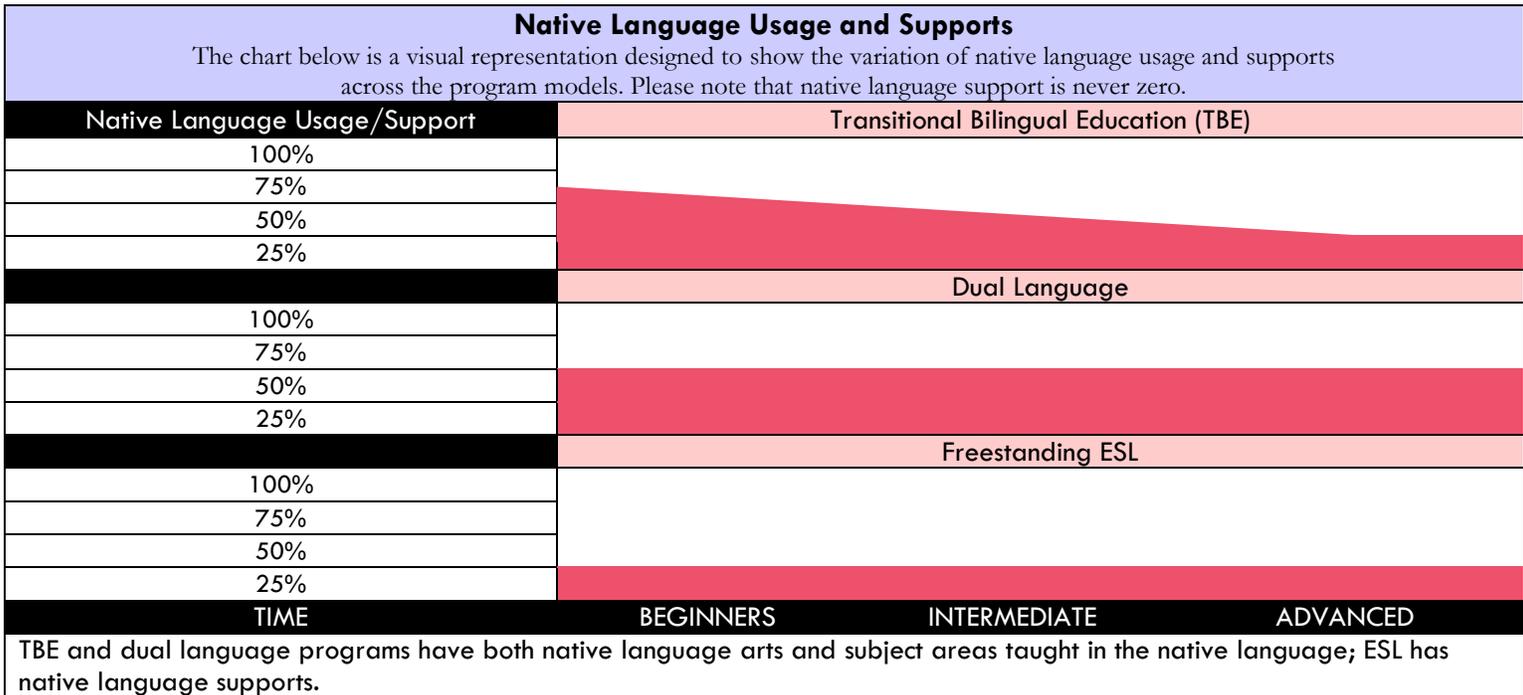
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Beginnier to Proficient.

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

I.S. 61Q has been implementing a Spanish/English Dual Language Program beginning in the 2010-2011 school year. Currently, we have one dual language class in grade 8. As currently designed, the class contains English Proficient students and English Language Learners. Our Dual Language class is a self-contained class: ELLs and EPs spend all their instructional time together. Teachers experienced in Spanish bilingual education have been assigned to administer instruction. Of the four major subject areas, ELA and Math are taught exclusively in English. Social studies and science are taught in Spanish. Social studies and science teachers support their instruction by providing students with reading materials/documents in both languages. Native language and English language support are given for clear content delivery. Since the program is new, we are in the process of review and revision. For example, we have determined that the school is lacking the appropriate materials in Spanish for both science and social studies. In our continuing effort to improve the program, we will be visiting middle schools that have successful dual language programs.

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

In addition to all the opportunities opened to all parents of IS 61 students, ELL parents are offered separate programs aligned with what their children are learning. This year we are continuing ESL classes for parents of our students. Although these classes are open to all parents, parents of ELLs are given preference at registration. These classes meet at the school library twice a week on Tuesdays and Thursdays for six hours total. A beginner group meets in the morning from 9am to 12pm, and a mixed-level group meets in the evening from 6pm to 9pm.

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q061 School Name: Leonardo da Vinci

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 300
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 5
of content area teachers: 5

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In the current school year, our teachers will be servicing 388 newcomer ELLs, 155 long-term ELLs, and 36 SIFE. The general goal of the Title III direct instruction supplemental program will be to provide students from all of these three subgroups with opportunities to grow academically, particularly with respect to English language acquisition in all four modalities: speaking, listening, reading, and writing. In particular, this program will help SIFE and newcomer ELLs to move up at least one proficiency level and long-term ELLs to reach proficiency level and test out on the NYSESLAT.

The after school supplemental program will run twice a week on Wednesdays and Thursdays from 2:45pm to 4:30pm. It will begin on 10/22/14 and end on 05/28/15. The instruction will be delivered in English by five licensed ESL/Bilingual teachers. Bilingual teachers will also provide native language support to Spanish speaking students. ESL teachers will also 'push in' with content area teachers who do not hold an ESL/Bilingual license. Five content area teachers certified in ELA and Math will be hired to provide content instruction to ELLs using the 'co-teaching' model with ESL teachers. Students will be grouped by grade level. Within each grade level class, students will be grouped based on one of or a combination of the following: students' language proficiency level as demonstrated on the most recent NYSESLAT or NYSITELL, students' most recent achievements on the ELA or Math statewide exams, and students' scores on the pre/post 'in-house' assessments focused on specific content area skills. The main focus of the program will be to further develop academic reading comprehension and writing skills as well as math conceptual understanding and computation skills. Teachers will be using a combination of published materials aligned with the CCLS, such "Finish Line for ELLs", and web-based programs Destination Success and ACHIEVE3000. Both web-based programs offer native language support in Spanish.

IS 61 has already acquired the middle-school level Reading and Math content on the Destination Success through the SIFE grant. The Title III funding will be used to purchase 100 ACHIEVE3000 licenses for use in the after school and Saturday programs. Title III funding will be also used to purchase 300 copies of Finish Line for ELLs for the appropriate grade/proficiency levels. Parents will be informed about the after school supplemental program by letters of consent which they will have to sign and return in order for their children to participate in the program. These letters will be kept on file at school.

Saturday supplemental program will run for 3 hours from 9am to 12pm every Saturday morning from 02/28/15 to 04/04/15. The instruction will be delivered in English by five licensed ESL/Bilingual teachers. Bilingual teachers will also provide native language support to Spanish speaking students. The main

Part B: Direct Instruction Supplemental Program Information

focus of the Saturday program will be to further develop academic reading comprehension and writing skills. Students will be grouped by grade level. Within each class, students will be grouped according to one or a combination of the following: students' language proficiency level achieved on the most recent NYSESLAT or NYSITELL, most recent ELA exam score, and scores on the pre/post 'in-house' assessments focused on specific reading and writing skills. Teachers will be using ACHIEVE3000, Flocabulary online, and the Explore Reading series. Title III funding will be used to purchase 300 copies of the Explore Reading for the appropriate grade levels. Parents will be informed about this program by letters of consent which they will have to sign in order for their children to participate in the program. These letters will be kept on file at school.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional development is one of the major components of the Danielson's 2013 Framework for Teaching. It is highly important for all teachers to continuously grow and develop professionally. Since 77% of all students at IS 61 are current or former ELLs, and 87% speak a language other than English at home, every teacher in the building is essentially a teacher of ELLs regardless of their content area. Throughout the school year, ESL/Bilingual licensed teachers and other teachers of ELLs will participate in professional development workshops and study groups in order to learn and expand upon specific strategies and techniques to help students achieve their greatest potential.

This school year we will continue to use the data from pre and post assessment and performance tasks to evaluate the effectiveness of the rigorous ESL curriculum set in place. The curriculum developed by the ESL department will be continuously refined to further align it with the CCLS. ESL teachers will analyze and discuss student data at the department meetings every Monday after student dismissal as per the collective bargaining contract. This will be at no cost to Title III funding.

Along with the mandated ESL PD as per Chancellor's regulations, we will provide extra training in using ESL strategies to enhance language acquisition in various content areas. ESL teachers will lead Inquiry study groups that include four to seven content area teachers for one period per week from December 2014 to February 2015. Based on the requests from staff, the discussion topics will include scaffolding instruction for ELLs, academic vocabulary development for ELLs, NYSESLAT score and how to use them to inform classroom instruction, and effective ESL strategies for newcomers. This will be at no cost to Title III funding.

ESL/Bilingual teachers and other teachers of ELLs will be also consistently encouraged to use the free online educator resources provided by the DELSS such as "Scaffolding Instruction for ELLs: Resource Guide for ELA and Mathematics", "Common Core Videos for ELL Instruction", as well as other free online resources at <http://schools.nyc.gov/Academics/ELL/EducatorResources/default.htm>. This will be

Part C: Professional Development

at no cost to Title III funding.

In addition, professional development will be provided on-site by an ESL consultant from CITE. In January-February 2015, the CITE representative will provide a series of 1.5 hour workshops based on whole-department needs, as evidenced by walkthroughs and teacher debriefing meetings. The consultant will also meet with each teacher individually to address their specific professional needs. Since 24.4% of all current ELLs at IS61 are LTEs, the main focus will be placed on effective ESL strategies for Long-Term ELLs, vocabulary development for all ELLs, and the use of technology as a vehicle to promote second language acquisition. Title III funds will be used to provide this professional development. The tentative schedule of these PD sessions will be as follows:

Session 1

Topic: NYS Bilingual Common Core Progressions.

Rationale: The CR Part 154 has been changed and ESL standards have been replaced with NLAP. ESL, Bilingual, and Foreign Language teachers must become familiar with these changes.

Date: 01/12/14

Time: 2:45pm - 3:55pm

Audience: All ESL, Bilingual, and Foreign Language teachers.

Session 2

Topic: Co-teaching strategies and lesson formats for ESL push-in teachers.

Rationale: The majority (9 out of 11) have push-in periods in their schedules.

Date: 01/26/14

Time: 8:35am - 10:05am

Audience: All ESL teachers.

Session 3

Topic: Effective strategies for Long-Term ELL instruction.

Rationale: 24.4% of our current ELLs are LTEs.

Date: 01/26/14

Time: 2:45pm - 3:55pm

Audience: All ESL and Bilingual teachers.

Session 4

Topic: Academic vocabulary development for all ELLs

Rationale: Students need to build and expand their academic vocabulary in order to succeed in content areas.

Date: 02/02/14

Time: 2:45pm - 3:55pm

Audience: All ESL and Bilingual teachers.

Session 5

Topic: Close Reading strategies.

Rationale: To diversify the arsenal of reading instruction.

Date: 02/09/14

Time: 8:35am - 10:05am

Audience: All ESL teachers.

Session 6

Topic: The use of technology to promote second language acquisition.

Part C: Professional Development

Rationale: Technology has become an integral part of education.

Date: 02/09/14

Time: 2:45pm - 3:55pm

Audience: All ESL, Bilingual, and Foreign Language teachers.

Session 7

Topic: Developing all four language modalities during ESL instruction.

Rationale: To ensure holistic language instruction.

Date: 02/23/14

Time: 8:35am - 10:05am

Audience: All ESL teachers.

Session 8

Topic: Effective strategies for newcomer ELLs.

Rationale: 53% of our current ELLs are newcomers.

Date: 02/23/14

Time: 2:45pm - 3:55pm

Audience: All ESL and Bilingual teachers.

Our teachers of ELLs will also participate in off-site professional development sessions offered by the DELLSS and other providers. On 10/22/14, one ESL teacher and one ELA teacher will attend 6-hour "Close Reading for ELLs" workshop offered by the NYS-NYC Regional Bilingual Resource Network at Fordham University. In turn, these teachers will turn-key what they learned at this workshop to other teachers of ELLs during Inquiry study groups. This will be at no cost to Title III funding.

On 11/17/14, Tracy Riehl, one of our ESL teachers, will make a 1-hour long presentation on "Collaborative Teaching Models for Teachers of ELLs" based on the workshop she has attended. It is intended for ESL teachers at IS61 who 'push-in' content area classes. Those teachers will share this presentation with their content area teachers of ELLs during inquiry study group meeting in December 2014-January 2015.

In addition the interactive school website (www.davinci61.com) now has an eLearning page where ESL strategies, turn-key of PD opportunities, and customized toolkits for specific classes are shared. This will allow all staff to access information useful to improving their instruction of ELLs.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

In the 2014-2015 school year 77% of all students at IS61 are current and former ELLs, and 15% of our students are newcomer ELLs who have been in our school for three years or less. 87% of all our families reported language other than English as their home language, and 80% of all our families speak Spanish at home. Based on this data, IS 61 will provide parents of these students with the following activities:

Topic 1: Title III Information Session for Parents of ELLs

Rationale: Parents of ELLs will be informed about the goals, structure, and purpose of the Title III program for their child.

Provider: ESL/Bilingual teachers

Date: 02/24/15

Topic 2: NYSESLAT Information Session for Parents of ELLs

Rationale: Parents of ELLs will understand the components, demands, and expectations of the NYSESLAT exam for their child.

Provider: ESL teachers

Date: 03/24/15

Topic 3: Engrade Pro ELL Parent Connection. A licensed ESL teacher will train parents of ELLs to set up and use their Engrade account.

Rationale: Engrade Pro is an online gradebook used by the entire school community. Administrators, teachers, and students use this program daily to upload assignments, track progress, and maintain communication between the school and home. Parents are also given access to see how their child is doing with live, up to the minute, course information.

Date: Ongoing 9/8/14-6/26/15

Time: Every Friday from 8:20am to 10:05am.

Provider: ESL teacher

Audience: Parents of ELLs.

This free service will be provided to parents at no cost to Title III funding, and the teacher involved will be providing this service as part of her regular instructional schedule.

Parents of ELLs will be invited to all the above events through the School Messenger and translated letters in their preferred language of communication.

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	_____	_____