

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

24Q061

School Name:

I.S. 061 LEONARDO DA VINCI

Principal:

JOSEPH J LISA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Intermediate School 61 Leonardo da Vinci School Number (DBN): 24Q061
Grades Served: 6,7,8
School Address: 98-50 50th Ave, Corona, NY 11368
Phone Number: 718-760-3233 Fax: 718-760-5220
School Contact Person: Beth A. Tekverk Email Address: btekverk@schools.nyc.gov
Principal: Joseph J. Lisa
UFT Chapter Leader: Joseph Natale
Parents' Association President: _____
SLT Chairperson: Giuseppina Napolitano
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene S. Chan
Superintendent's Office Address: 98-50 50th Avenue Corona, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
Julio Rocha	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Cabrera	Member/ Parent	
Fanny Lema	Member/ Parent	
Luisa Mendez	Member/ Parent	
Leticia Vargas	Member/ Parent	
Igna Ventura	Member/ Parent	
Jean Bena	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angelo Carboni	Member/ UFT	
Erin O'Leary	Member/UFT	
Giuseppina Napolitano	Member/ UFT Chairperson	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our mission statement is the driving force behind everything we do here at I.S. 61. We welcome all the enter our school, as a community of *leaders* whose commitment is to ensure positive contributions to our world by creating well rounded, highly motivated individuals.

It is important to note that we chose the term 'leader' as opposed to 'learner.' In training our students and staff in the 7 habits of highly effective leaders, they are trained to be proactive among the other habits which includes the choice to turn every moment into a teachable one thus we are all learners that take leadership roles within our school community.

We consider all of our students to have specific needs and our mission is to meet the needs of all learners. We have a predominant ESL population. Within that population, we focus on understanding the culture of each child's background as they try to assimilate into our school culture. We understand there is a transition period that entails and we work as closely with those students using ESL strategies for instruction and including them in leadership positions including greeting students from the same culture.

Our key area of focus for the Framework for Great Schools will be Rigorous Instruction. We have found it critical to improve our instruction to continue to meet our students' needs to increase their level of achievement by 50% throughout every unit of study within every discipline including the arts. With a focus on improving instruction through professional development, training, and alignment of curriculum to CCLS, redesigning rubrics and goal sheets; we believe we can increase our students' pre to post test gains by at least 50%.

24Q061 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	2279	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	68	# SETSS	25	# Integrated Collaborative Teaching	51
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	9	# Drama	7
# Foreign Language	28	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.3%	% Attendance Rate			94.1%
% Free Lunch	91.3%	% Reduced Lunch			4.1%
% Limited English Proficient	28.7%	% Students with Disabilities			17.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			3.8%
% Hispanic or Latino	85.2%	% Asian or Native Hawaiian/Pacific Islander			9.1%
% White	1.8%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			7
# of Deans (2014-15)	5	# of Counselors/Social Workers (2014-15)			8
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			9.44
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.1%	Mathematics Performance at levels 3 & 4			21.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			50.6%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			88.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

After analyzing pre-post test data with our current software system (Prosper), we found minimal growth across departments. Last year’s NYS ELA and Math test data also identified our school as ‘approaching target’ for our Quality Guide with regards to student Achievement. We received well developed in curriculum writing for our Quality Review and we were informed this is an area of celebration for us. We determined that with a better software system providing more detailed reports, we could use our curriculum revision skills from data dives further to increase student achievement into ‘meeting target’ for next year’s Quality Guide.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Department Teams will develop rigorous, CCLS-aligned units of study, performance tasks, rubrics and goal sheets to improve rigorous instruction as measured by a 50% increase in pre to post departmental test results using Achievement Series.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • September through June, revise curriculum using Understanding by Design and Universal Design for Learning. After each unit of study (November, February, April and June) conduct data dives to identify revisions need to curricula and summative assessments. • Revise assessments after review of item skills analyses to look at questions, for things such as distractors when most students score poorly on certain questions as a pattern. Those test questions will also warrant curriculum review and adjustments. 	<p>General education students, ELL's, SWD's.</p>	<p>September through June</p>	<p>Teachers, Lead Teachers, Coaches, Administrators, Parents</p>
<ul style="list-style-type: none"> • Incorporate research based scaffolds such as Thinking Maps, for SWDs, ELLS and struggling students 	<p>SWD's, SIFE, ELL's, Students at Risk, General Education students</p>	<p>September through June</p>	<p>ESL Coordinator, Coaches, Teachers, ESL Teachers, Administrators</p>
<ul style="list-style-type: none"> • Provide curriculum information for parents starting with the Parent Orientation in September 2015 and including all Parent-Teacher Conferences. • Contact parents through school messenger, EngradePro and Parent-Teacher Conferences about curriculum revisions. 	<p>Students, Parents/Guardians</p>	<p>September through June</p>	<p>Guidance Counselors, Parents/Guardians, Parent-Teacher Association, Teachers, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Purchas of EngradePro online grade book to inform parents of upcoming tests, scores and curriculum revisions
- Purchas of Achievement Series by Scantron test software to create common core aligned and generate item skills reports
- Align all book orders with curriculum and the CCLS and the Universal Learning by Design Rubric
- Purchase Thinking Map binders for students at risk to provide research based scaffolds
- Purchase school messenger to inform parents of curriculum changes.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 st Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Quarterly pre-post test growth reports will be run by each department.
- It is expected that after the first Unit of Study, November of 2015, each department will see a 50% increase.
- After the second Unit of Study, February of 2016, there will be a 50% increase.
- After the third Unit of Study, April of 2016 there will be a 50% increase.
- By the fourth and final Unit of Study, June of 2016, there will be a 50% increase in the post test scores within each department.
- During each Unit, there will be ongoing formative assessment, data dives and curriculum revisions to drive the increase in students' test scores for each unit of study.
- From September through June, Lead Teachers and Coaches from each Department will run Achievement Series item skills reports, pre-post comparatives, to determine what changes need to be made to the curriculum and/or to the summative assessments created through backwards planning curriculum writing.
- Lead Teachers will use comparative data reports to look for gaps and work on closing the gaps through curriculum revisions to include academic interventions as well as training teachers how to use specific interventions found to be effective in the data.
- After each unit of study, teachers will review their own students' data to look for topics that need to be re-addressed and to inform future instruction.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

After close analysis of our school survey we found the following areas in need of addressing:

- Only 28 percent of students strongly agree that their teachers care about them
- Only 44 percent of students strongly agree that they feel safe at school
- Only 13 percent of students strongly agree that students treat each other with respect
- Only 50 percent of students strongly agree that there is an adult whom they trust that they can go to for help with a problem

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of students will have Advisory periods planned into their schedules to learn about habits of effective leaders creating an environment where all students feel safe and supported by their teachers and peers.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Advisory periods 15:1 ratio or 12:1 • Advisory teachers given opportunity to loop with their current Advisory students based on preference • Provide training from Leader in Me Representatives and the Lighthouse team before and after school, during professional development days, Monday PD's 	Teachers, students	September through June	Lighthouse Team, Administrators
<ul style="list-style-type: none"> • Purchase Leader in Me program • Purchase supporting materials for Leader in Me program • Construct Leadership Curriculum/Activates • Prepare students for college and career readiness through the use of the new Advisory curriculum 	Students, At-risk students	September through June	Lighthouse Team, Lighthouse Team Leader
<ul style="list-style-type: none"> • Purchase Leader in me/Habits of Effective Teens books • Construct leadership curriculum/activities for Advisory periods or embedding into any discipline • Prepare students for leadership roles for college and career readiness 	Students, Parents, Teachers	September through June	Lighthouse Team Members, Administrators
<ul style="list-style-type: none"> • Give at risk students lead positions/roles/titles to build self esteem ultimately increasing scores and reducing behavior infractions 	Deans, Administrators, Parents	September through June	Guidance Counselors, Deans, Teachers, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Identify teachers using school funding to fund two teachers for every Advisory period – schedule adjustment
- Habits of Effective Teens books and supporting materials
- Leader in Me Program
- Leader in Me Representatives Training Sessions

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 st Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Student Surveys
- Tripod Surveys
- Teacher surveys

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- After close analysis and review of this years’ teachers’ rating for Doman 3, we determined that training teachers for the specific components, such as: questioning and discussion, engaging students in learning and using assessment in instruction, would increase their effectiveness as well as connecting to our goal to improve rigorous instruction.
- Data from our School Quality Guide indicated that the percentage of students with IEPs grew from 14% to 17% over the last 3 years.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders (including lead teachers/PD committee/PPC Teams) will create and implement professional development that will focus on instructional support (including interventions and scaffolds) to increase rigor, resulting in a 10% increase in teachers improving in their Domain 3 ratings as evident in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Monday Professional Development for/by teachers using Chancellor’s Handbook for effective Professional Development 	Teachers, Paraprofessionals	September through June	Administrators, Coaches, Lead Teachers
<ul style="list-style-type: none"> • Analyze Teachboost Data • Review this year’s data and make monthly comparisons next year to look for growth 	Teachers	September through June	Administrators
<ul style="list-style-type: none"> • Lead teachers for each department • Shortened programs for highly effective experienced teachers to be available to train, mentor, coach, observe and provide feedback to all teachers 	Teachers	September through June	Lead Teachers, Coaches, Administrators
<ul style="list-style-type: none"> • PPC (Pupil Personnel Committee) Teams including teachers with Special Education/ESL licenses will comprise Targeted intervention teams, having shortened programs. Teams will follow suggestions from the Citywide Instructional Expectations to focus on ‘Collaborative Professional Learning’ such as Response to Intervention to regularly analyze relevant screening and diagnostic data, student work, and observation notes to develop targeted interventions and engage in ongoing process monitoring protocols to ensure Special Education referrals are entered on a “most needed” prioritized basis. 	At-risk students, General Education Students	September through June	Guidance Counselors, Deans, Administrators, Special Education Teachers , ESL Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Purchase Teachboost software web based program linking observation reports to Advance. • Provide lead teachers with shorter programs
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 st Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> • In January, conduct a review of teaching staff of Domain 3 ratings using teachboost • PPC teams will review referrals for evaluations every 3 months
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest third ELA exam	CLOSE repeated reading strategies, Rewards Program, WILSON, MyOn Reader	Small group instruction, pull out groups, one-to-one instruction	During the school day and after school programs
Mathematics	Lowest third Math exam	High Order Thinking Common Core aligned questions/curriculum, Destination Math, On Core Math materials, and teacher created materials	Small group instruction, pull out groups, one-to-one instruction	During the school day and after school programs
Science	Lowest third 4 th grade science exam, teacher recommendations	Kinesthetic, hands-on activities, Literacy strategies executed in Discipline related text. RTI through the Inquiry Process	Small group instruction, pull out groups, one-to-one instruction	During the school day and after school programs
Social Studies	Teacher recommendations	Common core aligned curriculum writing performance task, Literacy strategies executed in Discipline related text. RTI through the Inquiry Process	Small group instruction, pull out groups, one-to-one instruction	During the school day and after school programs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Daily to weekly counseling sessions, individual and group session	WILSON, Rewards, Achieve 3000, Achievement Series	pull out groups, one-to-one instruction/counseling	Before school, during the day, after school programs

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We follow the city's guidelines for having a MOSL selection committee. We have also purchase a web-based software program where lead Teachers can upload departmental assessments and all teachers can upload formative assessments. Teachers will meet to review the results of every assessment to inform their instruction and the revisions to the curriculum deemed necessary after close analysis of multiple reports for each assessment.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,302,886.00	X	10,11,12,13,16,17
Title II, Part A	Federal	0	X	10,11,12,13,16,17
Title III, Part A	Federal	68,852.00	X	10,11,12,13,16,17
Title III, Immigrant	Federal	0	X	10,11,12,13,16,17
Tax Levy (FSF)	Local	13,367,160.00	X	10,11,12,13,16,17

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **I.S. 61** , in compliance with the Section 1118 of Title I, Part A of the No Child

Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **I.S. 61** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 to 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.

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: <u>Leonardo da Vinci</u>	DBN: <u>24Q061</u>
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: <u>300</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

-
In 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 as "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 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 of 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

Part B: Direct Instruction Supplemental Program Information

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 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

Part C: Professional Development

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.

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.

Part C: Professional Development

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 DELSS 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

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,

Part D: Parental Engagement Activities

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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal J. Lisa	Assistant Principal M. Velazquez
Coach K. McCabe	Coach L. O'Brien
ENL (English as a New Language)/Bilingual Teacher O. Klyevanov	School Counselor J. Torres
Teacher/Subject Area I. Hiraldo/Math/Bilingual	Parent M. Quiroz
Teacher/Subject Area B. Mayer/Social Studies	Parent Coordinator M. Golero
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	12	Number of certified bilingual teachers not currently teaching in a bilingual program	6	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	5

D. Student Demographics

Total number of students in school (excluding pre-K)	2160	Total number of ELLs	597	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							1	1	2					0
Dual Language							1							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	597	Newcomers (ELLs receiving service 0-3 years)	301	ELL Students with Disabilities	145
SIFE	24	Developing ELLs (ELLs receiving service 4-6 years)	164	Long-Term (ELLs receiving service 7 or more years)	132

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	120	6	0	0	0	0	0	0	0	0
DL	13	0	0	13	0	1	0	0	0	0
ENL	168	15	23	218	3	99	65	0	22	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 22

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish							30	31	59					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
SELECT ONE Spanish													26	4					0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
30

Number of students who speak three or more languages: 0

Freestanding English as a New 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							130	162	110					0
Chinese							6	3	6					0
Russian														0
Bengali								3	2					0
Urdu							1		1					0
Arabic							3	2						0
Haitian														0
French								2						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	6	7					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							35	68	69					0
Emerging (Low Intermediate)							26	17	8					0
Transitioning (High Intermediate)							19	15	28					0
Expanding (Advanced)							119	112	81					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								1						0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							75	67	75					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	139	29			0
7	136	18	1		0
8	123	13			0
NYSAA			2	2	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	137		43		12		1		0
7	132		34		6		2		0
8	114		44		6		2		0
NYSAA					1		3		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	31		93		50		5		0
NYSAA Bilingual (SWD)					1				0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	15	58	45	61			3	
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Currently, IS 61 uses several assessment tools to determine the literacy skills of our ELLs. We use the NYS ELA, Math, and Science assessments, NYSESLAT, Spanish LAB, and teacher-created ENL assessments. Along with these formal assessments, ENL teachers are also use their on-going classroom observations and conference notes to target and differentiate instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
When analyzing the NYSITELL and NYSESLAT data, it is interesting to note that ELLs at the Expanding level of proficiency make the biggest subgroup of ELLs (52%) across all grade levels. One can also notice that the second largest subgroup is Entering ELLs (29%). One of the reasons for having so many Entering ELLs may be that at the beginning of each school year we always register anywhere from 50 to 60 newcomers who speak no English at all. The rest: Emerging and Transitioning ELLs, make only 19% of all ELLs. This indicates that our ELLs are provided with solid ENL instruction that helps them move up from lower levels of language proficiency to more advanced levels every year. This is also confirmed by the number of ELL who achieve proficiency at IS 61 every year (16%-18%). However, a big number of Expanding ELLs poses an instructional challenge for us in that we have to make sure that our instructional delivery specifically targets deficiencies as determined on the NYSESLAT and unit of study pre/post tests. At the same time, we have to continue working diligently with our Emerging students who help this smallest group of ELLs match the success of newly-proficient ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At IS 61, the AMAO (Annual Measurable Achievement Objectives) tool us used for automatic estimation of AMAOs 1 and 2 at the school level as well as to analyze student achievement data on the NSYESLAT and in the content areas. We use it to focus on the progress toward achievement of proficiency for specific subgroups of ELLs and the design of effective instructional programs and/or interventions for those students. It is also used as an early warning system to track factors that have been shown to lead to risk of lower academic achievement.
The data obtained by using this year's version of the AMAO tool confirmed that IS 61 met AMAO 2 (achieving proficiency on the NYSESLAT) for the last school year (2014-2015) and is projected to meet AMAO 2 in 2015-2016 school year. The data also

confirms that IS 61 has been consistently achieving AMAO 2 for the past seven years.

The AMAO tool also gave us data that shows us areas we need to focus on to improve our ELL programs. In the past three years 12 ELLs were held over. 22% of current ELLs have two or more years of service but scored at first quartile on NYSESLAT. 60.5% of our ELLs are at-risk level 5 or greater. This data will be presented to the ENL and bilingual teachers to analyze and make necessary adjustment to the curricula and day-to-day classroom instruction.

The AMAO tool also allows our teachers and administration to identify individual students' academic achievement risk factors. This data will be sorted by program and class and analyzed by teachers in their inquiry groups.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

As per the revised CR Part 154, ELLs can exit the ENL status if they score at the Expanding level on the NYSESLAT and level 3 or above on the state-wide ELA exam. Of all current ELLs who took the ELA exam last year, 11% scored at level 2 and 89% scored at level 1. This is a reflection of the ELLs' not being fully proficient in English. Although ELLs are eligible for testing accommodations such as extended time, bilingual glossaries, etc, no translated versions of the ELA exam are allowed, and thus ELLs, especially at the lower levels of language proficiency, face an extra challenge of not being able to fully comprehend the test questions due to their language background.

In Math, ELLs are showing a much better performance. Of all current ELL who took the state-wide Math exam last school year 72% scored at level 1, 23% scored at level 2, and 5% scored at level 3 and above. On the Math exam ELLs are allowed to use a translated version of the test booklet which helps them better comprehend the test questions and show their true knowledge of math procedures.

At IS 61, instead of ELL periodic assessment our ENL teachers use our in-house teacher-created pre/post tests for each unit of study. Unlike the ELL periodic assessment which are administered only twice a year and are designed only to predict the student's future performance on the NYSESLAT, our in-house assessment are administered quarterly and they provide our teachers with a clear picture of a student's current level of proficiency in the target reading and language skills. Teachers use this data to inform their day-to-day classroom instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
n/a

6. How do you make sure that a student's new language development is considered in instructional decisions?
Our school's ENL curriculum is based on the most advanced research and theory of second language development for children. It includes extensive and targeted use of various age/grade appropriate language scaffolds that provide temporary supports for students in order to facilitate learning of the second language elements and structures in the individual student's ZPD (Zone of Proximal Development) according to Vygotsky. All teachers of ELLs including ENL, bilingual, and content teachers, provide ELLs with native language support through the use of bilingual glossaries approved by the NYSED and other published material in students home languages to help them access the concepts presented during mini-lessons. Students are encouraged to pre-write in their home language to generate ideas and then present them to class in English. The content and ENL curricula make a special emphasis on presenting key academic vocabulary words and their further reinforcement in order to ensure their permanent acquisition.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

The English-proficient students (EPs) in the Dual Language program take the same assessments in the target language, Spanish, as the ELLs in this program. During the school year they participate in the in-house pre/post tests in Spanish for each unit of study in Science and Social Studies. At the end of each school year EPs take the ELE Spanish Reading exam along with the ELLs in this program.

All of the current EPs in the DL program scored in the 3rd quartile on the most recent ELE Spanish Reading exam. They all passed their

ELA and Math exams last school year and were promoted to the next grade.

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

The success of our programs for ELLs is evaluated using data from various sources such as meeting AYP for ELLs, number of students who passed the NYSESLAT each year, student progress on the in-house ENL pre/post tests, etc.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Given the fact that ELLs have transitional bilingual, free-standing ENL, 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. IS 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, IS 61 conducts an on-the-spot, one-on-one parent orientation. The ELL Coordinator / an available ESL-licensed teacher 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 the ELL Coordinator/an available ESL-licensed teacher conducts an in-depth interview of the child and the parent to determine if this student should be considered to have a home language other than English. Once the child's home language has been identified as other than English and based on the interview, the ELL Coordinator / ESL-licensed teacher determines if the child is eligible to take the NYSITELL . This initial screening of the child often includes administering the NYSITELL 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 parent understands all three program choices and has 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 NYSITELL within ten days of the registration. It is scanned 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 both English and parents' preferred language are sent home with the student.

If the school cannot provide the student with the program of their parent's choice, the parent is notified immediately and is provided with the option to place their child in the available program and wait for an opening in the program of their choice or to transfer to a school with available seats in the program of parent's first choice. ELL Coordinator then keeps records of the parent's choice and will notify them when the program of their choice becomes available.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If the newly-admitted students is determined to be an ELL, the information gathered during the initial registration interview is used to determine if the student requires further assessment for SIFE status. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the ELL Coordinator/ an ESL-licensed teacher within 30 school days of the enrollment will proceed with the SIFE Identification Process which includes the following steps:

- administration of the oral interview questionnaire;
- for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administration of the LENS (Literacy Evaluation for Newcomer SIFE)
- assessment of student's available school work.

Initial SIFE status is then indicated in the DOE's data collection systems (BNDC) no later than 30 days from initial enrollment. As per CR Part 154, the final determination of SIFE status is then made within one year from initial enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student with the home language other than English is entering IS 61 with an IEP from within the United States, the school's LPT (Language Proficiency Team) will determine the student's NYSITELL eligibility. The LPT at IS 61 consists of a school administrator, the ELL Coordinator who is an ESL-licensed teacher, an IEP teacher, and the student's parent/guardian.

The LPT determines whether the student should take the NYSITELL. The LPT considers the following evidence of the student's English language development:

- HLIS;
- The student's history of language use in the school and home or community;
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes
 - assessments administered in the student's home language;
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on this evidence, the LPT then makes a determination as to whether the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student has English language acquisition needs, the student takes the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT not to administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in both English and the parent's/guardian's preferred language.

The final decision will be made by the superintendent or superintendent's designee within 10 school days. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is then completed and placed in the student's cumulative folder.

To ensure language access, a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within five days after the NYSITELL is scanned and score is determined, the ELL Coordinator fills out and sends to the parents the NYCDOE standard entitlement and non-entitlement notification letters in both English and the parent's preferred language if available. Copies of these letters are also placed in the students' cumulative records.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
Within five school days of ELL determination, our ELL coordinator fills out and sends to the parents of the newly-admitted students the standard NYCDOE entitlement or non-entitlement letter which informs the parents that they have the right to appeal ELL status within 45 days of enrollment. This letter is sent to the parents both in English and in their preferred language of communication if available. A copy of this letter is also placed in the students cumulative record.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
During the registration, a one-on-one interview with the parent/guardian is conducted by the ELL Coordinator / ESL-licensed teacher. During this interview the parent/guardian receives a copy of the Parent Brochure in their preferred language. This brochure contains a brief description of the three program choices. The parent/guardian is invited to read it during the interview and ask questions if any. The parent/guardian also views the Parent Orientation Video which is available in 13 languages.

After the parent/guardian is informed of all three program models and all their questions are answered, the interviewer provides parents with a copy of the Parent Survey & Program Selection Form in the parent's preferred language, where parent can indicate their program choice. During this interview, the parent/guardian is also provided with information on the Common Core standards, curricula, and assessments in the parent's preferred language. Since this interview takes place during the student's registration, IS 61 ensures that the Parent Survey & Program Selection form is completed and signed immediately upon student's registration. Parent Survey & Program Selection Form is then placed in the student's cumulative record.

Other opportunities for parents to receive information on ELL programs are during parent-teacher conferences, information sessions for parents of ELLs, PTA meeting, adult ESL classes, and other parent workshops offered throughout the year. Through these processes, the alignment between parent choice and program offerings has been established and the Parent Coordinator, ENL/Bilingual Assistant Principal and ELL Coordinator continue to reach out to parents to ensure that communication is maintained.

Each incoming sixth grade student receives a survival packet which includes: essential information on school curricula, programs including TBE/DL/ENL, 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 and our programs 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

IS 61 ensures that Parent Survey and Program Selection form is completed and signed by the parent/guardian during the registration interview. If for some reason this does not happen, the form is sent home immediately after the registration. If the form is not returned within 5 days, the default program for the student is considered bilingual education as per CR Part 154.2.

If the school cannot provide the student with the program of their parent's choice, the parent is notified immediately and is provided with the option to place their child in the available program and wait for an opening in the program of their choice or to transfer to a school with available seats in the program of parent's first choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Every effort is made to ensure that Parent Survey and Program Selection forms are completed and returned. If the form is not returned within 5 days, ELL coordinator makes every effort to contact the parent/guardian in order to collect the form. This includes phone calls to the parent/guardian, oral and written notices through the student, home visits by the social worker. The school documents all attempts to gather initial parent selection preference. This documentation is maintained using existing procedures established by the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
Within five school days of ELL determination, our ELL coordinator fills out and sends to the parents of the newly-admitted students the standard NYCDOE placement letter which informs the parents of the program in which their child has been placed. This letter is sent to the parents both in English and in their preferred language of communication if available. A copy of this letter is also placed in the students cumulative record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All the ELL documentation for each child including HLIS, Parent Survey and Program Selection form, Entitlement letters, Non-Entitlement letters, and Placement letter are placed in the students cumulative record. A copy of each document is also retained by the ELL Coordinator for the school record and is kept accessible for audit or review.
11. 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 ENL/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 usually scheduled from mid-April until the end of May. Students eligible to take the NYSESLAT are identified by using the RLER report. 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 eligible to take the NYSESLAT are identified by using the RLER report. Eligible students who miss at least one section are given a chance to take it during the make-up period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of each school year, our ELL coordinator fills out and sends to the parents of eligible ELLs the standard NYCDOE entitlement or transitional/non-entitlement letter which informs the parents if their child has passed the most recent NYSESLAT exam. This letter is sent to the parents both in English and in their preferred language of communication if available. A copy of this letter is placed in the students cumulative record and another copy of this letter is kept accessible for audit or review.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Based on the review of the Parent Survey and Program Selection Forms for the past two school years, one can see a number of clear trends in program choices that parents have requested. Parents of Spanish-speaking students are most likely to choose the TBE program: on average 95% 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. Unlike Spanish-speaking parents, all Chinese-speaking parents have requested the TBE program for their children. Similar to Spanish-speaking parents, parents of students who speak low-incidence languages at home have demonstrated a strong trend (about 80%) to request the bilingual program as their first choice with only some parents requesting the ENL program.
The program models offered at IS 61 are fully aligned with parent requests. Currently we offer a Spanish bilingual program in all grades. We have a Dual Language program in 6th grade and will continue expanding it into higher grades in the future school years. We also have a well-developed ENL program with its own rigorous ENL curriculum which is fully aligned with the Common Core.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Instruction for ELLs has been aligned with the Common Core Learning Standards (CCLS), and delivery of ENL services is provided through a combination of free-standing ENL classes and an integrated/co-teaching model. ELLs are grouped in classes of up to 30 students according to their grade level and travel together as a group. There are no ungraded ENL classes in our school. The large number of ELLs in our school (597) allows us to group them in heterogeneous classes. Most ELL classes have students at three or more consecutive proficiency levels, e.g., Entering/Emerging/Transitioning, or Transitioning/Expanding/Commanding. Some ELL classes also include former ELLs who have recently tested out on the NYSESLAT.
 - b. TBE program. *If applicable.*

ELLs in the TBE program are grouped in heterogeneous (mixed proficiency levels) classes of up to 30 students according to their grade level and travel together as a group.
 - c. DL program. *If applicable.*

Currently there is only one DL class in 6th grade with contains both current and former ELLs. There are 30 students in this class and they travel together as a group. In the future school years, we are planning to maintain one DL class similar to the current one in each grade.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

I.S. 61 implements Transitional Bilingual Education (TBE), English as a New Language (ENL), 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 a rigorous academic context. These programs run from September through June and licensed Bilingual and ENL teachers deliver instruction to these students. All students at the Entering and Emerging levels of English language proficiency receive the mandated 2 units (360 minutes) of ESL instruction a week which include 1 unit of stand-alone ENL instruction provided by a licensed ESL teacher and 1 unit of integrated ENL/ELA or other content area instruction provided by a licensed ENL teacher co-teaching with a content area teacher. Students at the Transitioning level receive at least the required 1 unit of integrated ENL. Students at the Commanding level of proficiency receive at least 1 unit of integrated ENL instruction and former ELLs (students who achieved the Commanding level of proficiency on the NYSESLAT in the past two years) receive transitional ENL services of at least 0.5 unit of integrated ENL instruction. All students in the TBE and DL programs receive 1 unit of mandated HLA instruction. Data from the the most recent NYSESLAT and LAB-R/NYSITELL determines the structure and the implementation of ENL instruction.
3. Describe how core content is delivered in each program model. 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 all program models are provided with all the mandated units of content aree instruction in ELA, Math, Science, and Social Studies at the corresponding grade level. In the TBE and DL programs, the content area teachers are also certified bilingual teachers and are highly-proficient in Spanish. They deliver differentiated content area instruction fully alligned with the Common Core in both languages: English and Spanish, according to the Home Language Usage and Support guidelines for these bilingual programs. In the ENL program, ESL teachers support their content area co-teachers by helping to facilitate the infusion of vocabulary and comprehension skills, as well as incorporating effective ENL 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. Content area teachers teaching in the ENL program apply content-specific diffentiation strategies and ENL scaffolds to ensure that their students can access the concepts being presented. All content area teachers of ELLs are provided with content-specific bilingual glossaries approved by the NYSED.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In order to evaluate ELLs in their native language throughout the year content are teachers of ELLs utilize various translation services to obtain copies of content area assessments translated into home languages of their students. Every spring, all students in the TBE and DL programs including all ELLs and all 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 ENL unit of study our ELLs take a pre-test which provides their ENL teachers with a base line of the target Reading and Language skills. At the end of each unit students take a post-test to assess their progress in those same skills. During each ENL unit of study ELLs complete short writing tasks to assess their progress in various types of writing such as informative, descriptive, and argumentative. At the end of each unit of study students complete a performance task which is a challenging written assignment to address the essential question of the unit. These assessments are used to evaluate ELLs' Writing skills. At the beginning of each lesson, our ESL teachers use NYSESLAT type questions targeting the Listening and Speaking skill. Teachers then use their observations, informal assessment and warm-up quizzes for further development of their ELLs' Listening and Speaking skills.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- SIFE

From the RSFE report generated through ATS, we have identified 22 SIFE students who are current ELLs. Screening for newcomer

SIFE takes place at the point of entry to our school. This includes the Home Language Identification Survey (HLIS), NYSITELL, the Spanish LAB for Spanish-speaking students, and the Oral Interview Questionnaire. In addition to these formal assessment tools,

we use teacher observations 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 Home Language Arts. Students who have been initially identified as SIFE then take the LENS test in order to finalize this

process. During the school year our school's SIFE team continues to use a number of different measures to identify SIFE such as writing samples in English and their native language, academic record, grades and tests scores, informal assessment of literacy skills in the students' home language, interview/inquiry into student's academic background.

IS 61 was very fortunate to participate in SIFE-targeted grants. Through the DOE targeted funding, we have procured Destination

Success in Reading and Math and ACHIEVE3000. 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 can participate in these targeted SIFE solution programs. For this reason, these programs have been integrated into the quality, sound instructional program

that students encounter on a daily basis. Even students who are not SIFE benefit from these programs as they allow for differentiation of instruction. By implementing them, we are being proactive, and taking steps to increase the students' language proficiency.

In 2014-2015 school year, one of our ENL teachers attended a training workshop for teachers of SIFE where along with effective

teaching strategies she was also provided with a DOE-approved curriculum designed specifically for SIFE. This teacher will use this

curriculum and training to teach our SIFE ELLs in small groups of up to five students during her menu periods during school day.

Along with ENL instruction, all our students including SIFE also receive an extra period per week of instruction in social studies and science.

In order to address the socio-emotional needs of SIFE, our teacher actively include them into weekly advisory sessions that are provided to all students at IS 61. During these sessions students learn essential life skills in an engaging way through the 7 Habits of

Highly Effective Teenagers.

Newcomers

In our classrooms, teachers are encouraged to partner newcomers with a buddy student who speaks the same language in order to provide academic assistance as needed as well as expedite the process of adaptation to the U.S. school system. During the ENL instruction newcomer ELLs receive targeted instruction which utilizes differentiation strategies and proficiency level/age appropriate instructional materials such as authentic informational texts at various lexile levels, picture dictionaries, vocabulary flash-cards, etc. During the work period, tiered activities are used to target the varied language proficiency needs within the students' ZPDs (Zone of Proximal Development). As a rule, newcomers are placed into heterogeneous classes with ELLs of at least two other English proficiency levels. Along with addressing newcomers' socio-emotional needs, this provides for multiple opportunities to learn not only from the teachers but also from other students.

Parents of students who are new to this country or have been provided ESL services for less than three years also 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
- Recording messages for automated phone system in order to increase student and parent participation in school activities

Developing ELLs

During the ENL instruction developing ELLs receive targeted instruction which includes various differentiation strategies and proficiency level/age appropriate instructional materials such as authentic informational texts at various lexile levels, short stories, excerpts from literary works, Power-Point presentations, video clips, etc. During the work period, tiered activities are used to target the varied language proficiency needs within the students' ZPDs (Zone of Proximal Development). As a rule, newcomers are placed into heterogeneous classes with ELLs of at least two other English proficiency levels one of them being either Expanding or Commanding. This creates opportunities for learning not only from teachers but also from students at a higher level of language proficiency. During work period, based on the results of various assessments such as ELA exam, NYSESLAT, and ENL unit pre/post tests, developing students are grouped in small groups of 4 to five students to work on the task that would be both doable and challenging at the same time with the scaffolds necessary to facilitate learning in the students' ZPDs. Our ENL teachers use the RLAT report to identify the language modalities that developing students need to focus on in order to improve their overall language proficiency. Teachers use this data to inform their instruction and develop custom-made activities to address students learning needs.

Long-Term ELLs

I.S. 61 continues to support long-term ELLs by providing them with group instruction as well as with individualized instruction during ENL teachers' menu periods. In the classroom, instruction about grammatical forms and structures is imbedded in meaningful activities. ENL instruction integrates literacy with academic content. To further engage students, teachers draw on students' cultural and linguistic backgrounds and life experiences.

Through the RYOS report, we identified 132 Long-term ELLs (LTEs). This is almost 22% of the total number of ELLs in our school. In the past two years we have managed to reduce the number of LTEs from 24.5% to the current 22%. 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, identifying the main idea, and identifying cause and effect, so that they may 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, increase comprehension and fluency. All lessons for LTEs are based on the CCLS. The new ESL curriculum developed by our ENL 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 the 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.

Transitional Support of Former ELLs

All newly proficient students will receive 0.5 unit of integrated ENL instruction as per CR Part 154. They will be also 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. All former ELLs who achieved the Commanding level of proficiency within the last two years will receive the same testing modifications as current ELLs: extended time, separate location, simultaneous use of translated editions of the test if available, and bilingual glossaries. This will affect almost 220 students in 2015-2016 school year. Many newly proficient students sit side by side their current ELL classmates in mixed GE/ELL classes. 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- As per CR Part 154, between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), our principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the teachers of the student, the parent/guardian, and the student. If the principal, based on the recommendation of the teachers and other qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, IS 61 will provide additional support services to the student as defined in CR Part 154-2.3(j) and our principal may reverse the determination within

this same 6-to-12 month period. In order to determine the support services for the students, the following evidence will be taken

into account:

- Number of years of instruction in a Bilingual Education or English as a New Language program
- English and home language literacy, content area and socio-emotional support needs of SIFE;
- English and home language literacy needs of Long-term ELLs;
- Results on the annual English language proficiency assessment exam;
- Bilingual Education or English as a Second language teacher recommendation;
- Content area teacher recommendation;
- Parent or other person in parental relation request;
- Sample of student work in English and, if possible, in their home language; and
- Bilingual educational evaluation, if the student has or is suspected of having a disability.

The support services provided will be aligned with any intervention plans the school is already providing to all students, for example AIS (Academic Intervention Services). Final decision notification will be submitted in writing to the parent, guardian, and/or

student in the parent's preferred language within 10 school calendar days.

8. 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 CCLS aligned instruction based on their students' IEPs. 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/post tests to determine the entry points for the content area instruction. Teachers also collaborate with ENL teachers to identify the academic vocabulary words and language structures related to each individual lesson

that may need to be 'pre-loaded' in order to make the content more accesible. During the lesson both content area and ENL teachers work together to differentiate the instruction to groups of ELLs or individual students. All content area materials are selected by both content area and ENL teachers in collaboration to make sure they are grade-level appropriate and address the

IEP goal(s) of each individual student.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 classes with no more than 12 students with IEPs and 18 students without IEPs. This brings the total number of students in such a class to 30 which makes it the least restrictive environment. Teachers of our ICT-ELL

classes use the same CCLS-aligned curriculum for content areas and ENL instruction as any other class without SWDs. Contents area

teacher and SE teacher as well as ENL 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 futher instruction. ELL-SWDs are also encouraged

to attend the after-school activities where they receive extra instruction in various content areas as well as in the English language

in least restrictive environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

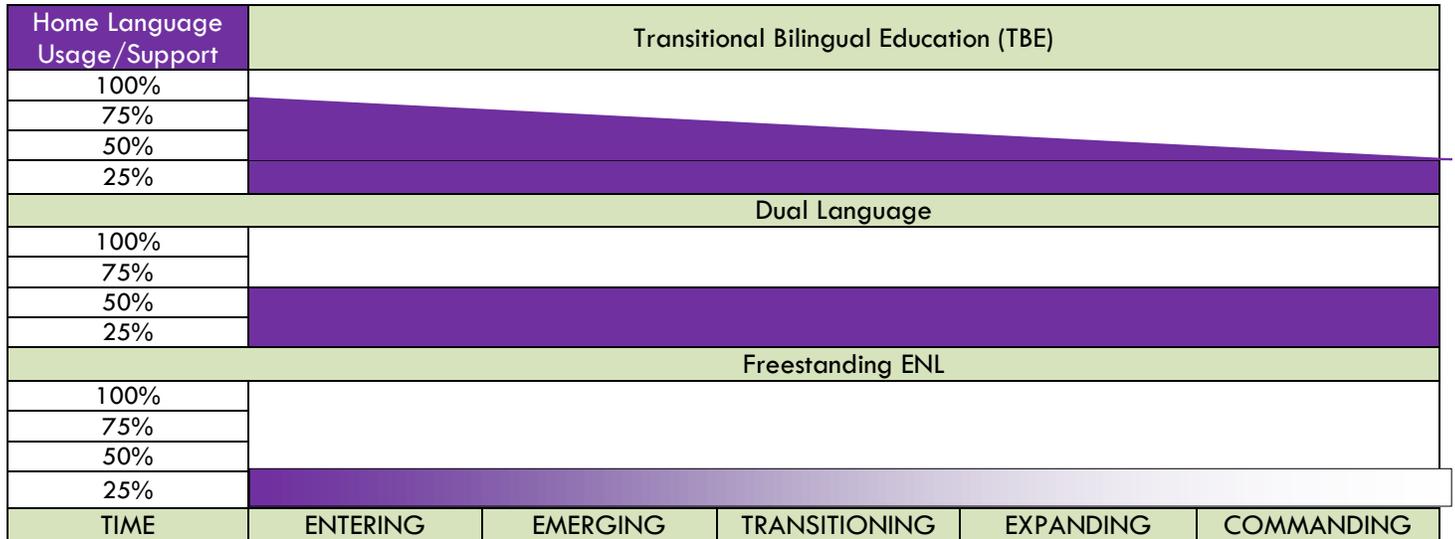


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 for Newcomer ELLs. Math teachers of ELLs use Destination Success Math in both English and Spanish to supplement their instruction in Math for Newcomer and Developing ELLs in both TBE and ENL programs.
11. 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 CCLS and utilizes a wide range of supplemental intervention programs. Its effectiveness is manifested in decreasing number of LTEs: from 39% in 2011 to 11% in the current year, and by a high number of ELLs who achieve proficiency on the NYSESLAT every year: 17% in the last school year.
12. What new programs or improvements will be considered for the upcoming school year?
In the upcoming school year we will continue using the EngradePro for both teachers and parents. On EngradePro all teachers will enter the grades for pre/post tests, written assignments, homework, other assignments and their comments on students day-to-day performance. All 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. Students will also receive their own accounts in order to monitor their own progress and communicate with the teacher. As an improvement for this year, our school's EngradPro administrator who is also a teacher proficient in Spanish will be available to assist parents in setting up and/or checking their accounts using the PTA's computers every Tuesday from 2.45pm to 4.00pm.
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.
13. 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 CCLS. We will also stop using the Rev-It-Up program due to absence of PD and material support from the provider.
14. 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 students 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. Once a week all students including ELLs participate in an advisory session. 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 and SES.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 CCLS. Curriculum planning teams in each content area have been developing their curriculum for the past four years. Along with other essential elements it includes instructional materials that are grade/level appropriate and linguistically challenging to promote language development. As per CCLS 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 ENL teachers to provide home 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 projecting devices and laptops to enhance visual learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Along with the explicit instruction in Spanish in TBE and Dual Language students are provided with instructional materials, e.g., texts, in Spanish to support Spanish academic language development in all the four major content areas. In Home Language Arts classes, TBE and DL students read highly-engaging texts in Spanish provided by the Spanish version of the Word Generation program. All eligible students in all three programs: TBE, DL, and ESL, are provided with an NYSED-approved 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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At IS 61, teachers and administration are constantly monitoring all services and resources provided to ELLs to ensure they correspond to the ELLs' ages and grade levels. Newly admitted ELLs are placed according to their age and academic history in their countries. The ENL curriculum developed by our ENL department is divided into grade levels and all its materials and assessments have been reviewed by qualified personnel to correspond to ELLs' ages and grade levels.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the beginning of the school year, newly enrolled ELLs have an opportunity and are given priority to enroll in the ELL Enrichment Summer program if funding is available. During the school year, the academic progress and socio-emotional needs of newly enrolled ELLs are monitored by the ELL coordinator, parent coordinator, their ENL teacher, and the guidance counselor of their academy. Newly enrolled ELLs participate in all day-time activities along with other students in their classes and in the building, such as talent, advisory, academy assemblies, class trips, etc. They are also invited to enroll into Title III after-school programs. All newly enrolled ELLs are also provided with personal bilingual dictionaries.

19. What language electives are offered to ELLs?

ELL at the Expanding and Commanding levels of English language proficiency are offered a foreign language course in Spanish.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

IS 61 has been implementing a Spanish/English Dual Language Program since the beginning of the 2010-2011 school year. Currently, we have one Dual Language class in 6th grade. 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 licensed in Spanish bilingual education have been assigned to administer content instruction. Of the four major subject areas, ELA and Math are taught exclusively in English. Social studies and science are taught exclusively in Spanish. All content teachers support their instruction by providing students with reading materials/documents in both languages. Home language and English language supports are given for clear content delivery. We are constantly in the process of review and revision of this program. 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.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All ELL personnel participates in school-wide professional development session along with content area teachers. These session take place every Monday from 2:45 pm to 4:00pm. They are conducted by qualified personnel in an inquiry format. As per CR Part 154, 15% of all professional development for all teachers at IS 61 will be focused on language acquisition.
All ENL and HLA teachers also meet once a week for 45 minutes during a common planning session to discuss and share effective teaching strategies, revise and update the curriculum and other materials, receive guidance and updates on state and district regulations regarding ENL and bilingual services. As per CR Part 154, 50% of all professional development for ENL teachers will be focused on language acquisition.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Along with the mandated in-house professional development focused on language acquisition, teachers of ELLs including ENL and bilingual teachers are encouraged to participate in various professional development opportunities provided by the NYC DOE on the Office of ELLs website. Staff is periodically informed of the available PD sessions by our ELL coordinator.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff is periodically informed about professional development opportunities on high school application process. Staff is also informed of and provided with the DOE online and published high school application resources in covered languages.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

IS 61 provides targeted professional development to all teachers and administrators that specifically addresses the needs of English language learners. As per CR Part 154, a minimum of fifteen percent (15%) of the required professional development hours for all teachers will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and ENL teachers, a minimum of 50% of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

The agendas and attendance sheets with signatures of the teachers participating in such professional development will be kept by the administration accessible for audit and review.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Along with DOE-scheduled parent-teacher conferences, IS 61 provides at least four annual meetings with parents of ELLs. During these meetings qualified staff which includes ELL Coordinator, Parent Coordinator, ENL and bilingual teachers, as well as content area teachers, discusses goals of all three programs: TBE, DL, and ENL, language development progress of ELL in general, language proficiency assessment results, and language development needs in all content areas. During these meetings, parents of ELLs are actively encouraged to support their children's learning at home by monitoring their reading time in English and in their home language, and by providing their children with time and space to focus on completion of their homework assignments. The meeting with the parents of ELLs conducted in March of each school year is dedicated solely to the upcoming exams and the NYSESLAT in particular. Parents are presented with a short description of the NYSESLAT format and they may view sample tasks in each language modality tested on the NYSESLAT.

The interpretation is provided by staff proficient in parents' preferred languages as needed. All efforts are made to ensure that the handouts are translated into parents' preferred language too. The agendas, copies of materials presented, and attendance sheets with signatures of the parents and school staff participating in such meetings are kept by the ELL Coordinator and Parent Coordinator accessible for audit and review.

Our school's ELL Coordinator is also available to meet with interested parents on individual basis to discuss the above-mentioned topics anytime during the school day. All teachers of ELLs are available to meet with individual parents on Tuesdays from 2:45pm to 4:00pm.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We will continue engaging parents of ELLs into supporting their children's learning through the EngradePro. 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 track their children's academic performance and progress in individual courses and communicate with teachers. Our school in collaboration with the PTA has set up a separate room with four desktop computers exclusively for parents to use during the school day. Parent Coordinator and a designated ESL teacher help parents access their accounts on EngradePro. Our Parent Coordinator also assists parents in making appointment to receive their NYC ID on a daily basis as needed. The PTA leadership meets with the SLT (School Leadership Team) on a monthly basis to discuss the needs of students, their parents, and staff. One of the staff representatives on this team is an ENL teacher.
Our school's Parent Coordinator conducts monthly workshops for parents on various topics. The agenda for each workshop always includes a question addressing the needs of ELLs and their parents. To reinforce the life skills and 7 Habits of Effective Teens our students learn in their advisory sessions, the Parent Coordinator also meets with parents on a weekly basis to discuss these skills and habit. This school year, IS 61 has partnered with the Learning Leaders Volunteer Program to provide parents of 8th graders with a series of workshops to help them about the process of applying to high school in NYC.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL 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 offering ESL classes for parents of our students. Although these classes are open to all parents, parents of ELLs are given preference at registration. These adult ESL classes meet at the school library twice a week on Tuesdays and Thursdays for six hours total. The beginner group meets in the morning from 9am to 12pm, and a mixed-level group meets in the evening from 6pm to 9pm. This school year, IS 61 is working together with Queens Adult Learning Center to provide parents of ELL with these classes.

5. How do you evaluate the needs of the parents?
The needs of the parents are evaluated through feedback received from PTA meetings, parent-teacher conferences, and individual meetings between parents and staff members. This feedback is then discussed by the ELL Coordinator, Parent Coordinator, and other members of the school administration.
6. How do your parental involvement activities address the needs of the parents?
Currently, the parental involvement activities at IS 61 address most needs of the parents. Unfortunately, lack of staff proficient in low-incidence languages does not allow us to fully address the needs of parents who speak such languages as Tibetan, Burmese, Fulani, etc. However, the recent technological advances in online translation, such Google Translate service, give us

somewhat reliable means of communication with those parents. We are also working on securing more funding for the adult ENL classes in order to service more parents in our diverse community.

D. Additional Information

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

Paste response here:

School Name: Leonardo da Vinci

School DBN: 24Q061

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
J. Lisa	Principal		
M. Velazquez	Assistant Principal		
M. Golero	Parent Coordinator		
O. Klyevanov	ENL/Bilingual Teacher		
M. Quiroz	Parent		
I. Hiraldo	Teacher/Subject Area		
B. Mayer	Teacher/Subject Area		
K. McCabe	Coach		
L. O'Brien	Coach		
J. Torres	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q061** School Name: **Leonardo da Vinci**
Superintendent: **Madelen**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. Part III of the HLIS and Student Emergency Contact cards are also used to identify language preferences of the parent community. 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 also 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 will be selected at random during Parent Orientation Meetings and Back to School Night and other such events. These parents will be surveyed about their particular language needs, which will then be used to help refine existing translation services in the building.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

In decreasing order: Spanish (80.5%), Chinese-any (1.1%), Mandarin (1%). Less than 1%: Amoy, Arabic, Bengali, Burmese, Cantonese, Chinese-dialect unknown, Dari/Farsi, French, Fulani, Gujarati, Hindi, Indonesian, Italian, Mandinka, Nepali, Pashto, Philipino, Polish, Portuguese, Punjabi, Russian, Sinhalese, Tadjhik, Tibetan, Twi, Urdu, Uzbek, Wolof.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- class assignment letters - one week before first day of school;
- parent-teacher conference announcement - one week before the date of the conference;
- after-school program information and permission slips - two weeks before the program start date;
- school year calendar - first week in September;
- general overview of student curriculum - September parent-teacher conference;
- NYS tests information letters - two weeks before each of the state-wide tests;
- end-of-year information letter - last week in May.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conference: September 16 - Family Night, November 18 - Afternoon/Evening, March 17 - Afternoon/Evening, May 11 - Evening. ESL/ENL/Bilingual Information sessions: October, December, January, March.

Informal interaction, such as school staff calls to parents are anticipated to take place on Tuesdays from 3pm to 4pm and on as-needed basis.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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. The T&I Unit 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. When other types of documents need to be translated or translations are requested from languages not provided by the T&I Unit, IS 61 will contract approved outside vendors.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

During parent-teacher conferences, teachers will use the DOE's over-the-phone interpretation service or one of the paraprofessionals who will be compensated to provide translation services. Staff members will also use the DOE's over-the-phone interpretation service or another staff member proficient in the home language of the family during any other meetings with parents. School aides and paraprofessionals proficient in LOTE will assist teachers and guidance counselors during informal interactions with parents/guardians.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

An internal letter to school staff will be sent twice a year reminding them of their responsibilities of communication with LEP parents, and what resources are available to them. Information about the use of translation services and over-the-phone interpretation service as well as the list of staff proficient in LOTE will be distributed to all staff members before each parent-teacher conference via email and on paper. Copies of Language ID Guide and Language Palm Card will be distributed to all staff members both via email and at the first staff meeting in September.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

Welcome Poster

- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A copy of Welcome Poster will be placed by the front desk and in the main office. A copy of the Language Identification Guide will be kept with the safety agent at the front desk and with the school receptionist in the main office. The main office staff and security agents will be trained in using the guide to help determine the language spoken by a parent.

A copy of the over-the-phone card will be distributed to the school safety agents and school receptionists and they will be trained to obtain an interpreter for LEP visitors to the school.

Copies of Parents' Bill of Rights in available languages will be made available for parents/guardians in the main office. Parents's Guide to Language access will distributed to parents upon their arrival to each of the parent-teacher conference.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback from parents on the quality and availability of services will be collected fomally by conducting a parent survey in parent/guardian's preffered language of communication and informally by polling randomly selected parents/guardians during their visits to school.