



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>31R061</b>
<b>School Name:</b>	<b>I.S. 061 WILLIAM A MORRIS</b>
<b>Principal:</b>	<b>SUSAN TRONOLONE</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: William A. Morris I.S. 061 School Number (DBN): 31R061  
Grades Served: 6-8  
School Address: 445 Castleton Avenue, Staten Island, NY 10301  
Phone Number: 718-727-8481 Fax: 718-447-2112  
School Contact Person: Marilyn Corson Email Address: MCorson@schools.nyc.gov  
Principal: Susan L. Tronolone  
UFT Chapter Leader: Patricia Mezzacappa  
Parents' Association President: Victoria Cangemi  
SLT Chairperson: Marilyn Corson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Diana Walsh  
Student Representative(s): N/A

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace Bldg A, Room 141, Staten Island, NY 10301  
Superintendent's Email Address: ALodico@schools.nyc.gov  
Phone Number: 718-420-5667 Fax: 718-420-5667

**Borough Field Support Center (BFSC)**

Staten Island (District  
BFSC: 31 Director: Kevin Moran  
Director's Office Address: Petrides Complex, Staten Island, NY 10301  
Director's Email Address: KMoran@schools.nyc.gov  
Phone Number: 212-374-4252 Fax: 718-420-5667

## 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 School Comprehensive Educational Plan (SCEP) 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)
Susan L. Tronolone	*Principal or Designee	
Patricia Mezzacappa	*UFT Chapter Leader or Designee	
Victoria Cangemi	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Diana Walsh	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Marilyn Corson	Member/ Teacher	
Karen Campbell	Member/ Teacher	
Tara Esser	Member/ Teacher	
Jennifer Armitage	Member/ Parent	
Alice Matthias	Member/ Parent	
Jacqueline Martorana	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
N/A	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

The William A. Morris, I.S. 61 community is committed to middle level reform that is responsive to the developmental needs of adolescents. We are dedicated to affirming the importance of school, parent and community to enhance our learning environment. Our school population closely reflects the rich cultural diversity of New York City as a whole. With a student population that is racially, ethnically and socio-economically diverse, we seek to engage students actively in their learning and promote respect for differences. We are dedicated to creating a learning environment that develops the whole child, including his or her self-esteem and sense of personal worth.

Our special programs include an Integrated Algebra and Living Environment Regents program. The Magnet program offers innovative instruction in the schools of Dance, Strings, Winds, Choral Music, Journalism, Visual Arts, Stage Craft and Theatre Arts. The Morris Leaders Club promotes leadership and community service. Intramural sports teams are available, as well as a variety of after school clubs, STEM activities and tutoring programs.

To further student achievement we have partnerships with Staten Island Mental Health, Museum of Modern Art, Goodhue Center, SI Institute of Arts & Science, JCC and St. John's University, New York Foundling, Carnegie Hall, Staten Island Tech, Project Power and our Mentoring Program link our students to a variety of community leaders.

Our school has made the most progress in the area of Collaborative Teachers as outlined in the Framework for Great Schools. In our math department, the lead teacher has implemented a Lesson Plan study in which teachers work collaboratively and conduct inter-visitations in order to improve mathematical practices to build capacity within their department. Our key focus continues to be professional development based on our school-wide focus and facilitated by our 28 member Inquiry team. As referenced in our Quality Review for the 2014-2015 school year, Systems for Improvement was noted as an area of celebration. This year, teacher teams collaborate on Monday and Tuesday afternoon as well as on Google Drive. Also, we have five Teacher Leaders (three Model Teachers and two Peer Collaborative Teachers) who provide continuous support in our school-wide focus areas.

### 31R061 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	1129	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	48	# SETSS	5	# Integrated Collaborative Teaching
				36
Types and Number of Special Classes (2014-15)				
# Visual Arts	21	# Music	25	# Drama
				N/A
# Foreign Language	4	# Dance	7	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	71.6%	% Attendance Rate		90.8%
% Free Lunch	72.6%	% Reduced Lunch		5.4%
% Limited English Proficient	7.0%	% Students with Disabilities		25.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		34.7%
% Hispanic or Latino	42.4%	% Asian or Native Hawaiian/Pacific Islander		3.6%
% White	18.4%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.1%	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.0%	Mathematics Performance at levels 3 & 4		16.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		51.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.8%
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		Local Assistance Plan		X
Focus District		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		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Instruction is tailored to student needs, 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.</p> <p>2014-2015 /Quality Review :</p> <p>Instructional Core-Well Developed Coherent Instruction</p> <p>Well Developed Align Assessments and Analyze Information</p>		

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of students performing at level 1 in ELA and mathematics will decrease as measured by New York State ELA and mathematics test results.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Continue to support reading intervention program-Striving</p>	<p>All school community.</p>	<p>Ongoing</p>	<p>School leaders, literacy coach, special education and mathematics lead teachers,</p>

<p>Readers – REWARDS, WILSON</p> <ol style="list-style-type: none"> <li>2. Provide common planning time for teachers to analyze Item Skills analysis, and plan differentiated instruction</li> <li>3. Teachers will use data to analyze students' current performance levels as well as their progress from 2015-2016</li> <li>4. ICT classes for all three grades</li> <li>5. Two dedicated ICT teachers to support program</li> <li>6. Use of technology based reading intervention programs- monitoring of skills using READ 180</li> <li>7. Change in instructional model and programming of ELL teacher to a push in/pull out model</li> <li>8. Varied instructional strategies will be evident in all classrooms</li> <li>9. Increased use of technology (SMART boards, ELMOs, iPads) to support instructional strategies</li> <li>10. Teachers will use multiple entry points in instruction and employ varied teaching styles through the use of data</li> <li>11. Professional development will be provided by Literacy</li> </ol>			<p>teacher mentors, inquiry team, data specialist.</p>
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<p>Coach, Special Education and Math Lead Teacher, Teacher Mentors, Learning Partner Plus Program, DOE and webinars</p> <p>12. Model and share best practices, support teachers by intervisitations, assist in lesson plan development, assist in development of classroom rituals and routines</p> <p>13. Implementation Year 5 of Keystone program for ELLs, which provides explicit, intensive, and focused instruction that accelerates students' language acquisition and reading comprehension skills</p> <p>14. Provide supplemental instruction in an COMPAS after school program</p> <p>15. Implement Scantron Performance Series Grade 6-8, 2X a year</p> <p>16. Teacher prepared Data Binders</p> <p>17. Engage in a protocol to look at current student work and common planning during Professional Learning Communities</p> <p>18. Analyze the selected Common Core standards to identify gaps between what students are doing currently, and what the CCLS asks them</p>			
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<p>to know and be able to do.</p> <p>19. Teacher teams design, and/or revise CCLS aligned curriculum Units of Study with embedded rigorous performance tasks</p> <p>20. Implement CCLS units with an embedded literacy task that asks students to read and analyze informational texts and write opinions and arguments in response</p> <p>21. Teacher teams plan and provide multiple entry points to lessons for all learners including ELLs and SWDs</p> <p>22. Providing literacy intervention strategies through MSQI- Wilson Just Words, Word Generation</p> <p>23. Participation in Advanced Literacy Instruction for ELLs Achievement Institute</p> <p>24. Teachers will provide books in native language to support students</p> <p>25. Use of technology based math intervention programs (SUCCESS MAKER)</p> <p>Teacher prepared Data Binders implementation of Student Brain Book</p>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Budget - Per session/diem rate											
<b>Part 4b.</b> 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		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Data specialist will conduct an analysis of Scantron and Item Skills analysis of the New York State ELA and mathematics exam. The interim assessments (Scantron) will take place 3 times a year (October/February/May)
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>The entire staff will continue to implement strategies through out the school to foster a positive learning environment where the needs of all students will be met. Central to this is the a safe environment that take into account the social emotional needs of the students.</p>		

**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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>Throughout the school year, the school community will continue to engage and partner with families and the community to establish a school culture where students feel safe and supported by continuing to engage in high quality collaborative learning opportunities.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ol style="list-style-type: none"> <li>1. <i>Teach Like a Champion</i> by Doug Lemov book study</li> <li>2. Faculty and student handbook</li> <li>3. Strategic programming of key staff members such as the deans, guidance counselors and team leaders to support student</li> </ol>	<p>All school support staff, students, and families</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> <li>1. Inquiry Team (Grade Level, Department)</li> <li>2. Staff</li> <li>3. PBIS Core Committee</li> <li>4. Special Education and Math Lead teacher</li> <li>5. Literacy Coach</li> </ol>

<p>personal and academic success.</p> <ol style="list-style-type: none"> <li>4. The Dean, Assistant Principal and Guidance Counselor travel with students for a three year cycle, to build a sense of cohesion and support our school goal of knowing our students.</li> <li>5. PBIS School -Wide Matrix - Created by Core Team, which identified expectations for behavior in all areas of the school building: cafeteria, classroom, hallway, auditorium, perimeter, bus and schoolyard.</li> <li>6. Morris Money Reward System- Specific reward amounts were identified for specific expectations listed on a School Wide Matrix to create a uniform code of conduct.</li> <li>7. AM Homeroom: Provides students with a “home” to report to as well as receive important documents and information. Promotes structure in order to monitor daily attendance.</li> <li>8. Daily morning announcements are made by a committee of students to create a student-centered culture related to the expectations</li> </ol>			
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<p>indicated on the school-wide matrix.</p> <p>9. Restructuring of the Save-Room procedures to ensure a streamlined learning environment.</p> <p>10. Teachers present in hallways during class changes to ensure safe transitions and promote positive expectations identified in the school-wide matrix.</p> <p>11. An orderly arrival procedure with designated entrances for each grade to monitor the flow of student traffic.</p> <p>12. School wide expectations are posted on a matrix throughout the building as reminders of school norms and expectations.</p> <p>13. SAPIS provider delivers anti-bullying lessons for all students within four-week cycles to support students in using positive behavior strategies.</p> <p>14. Mobile Response Team (MRT) provides support for families in crisis through a referral process</p> <p>15. Principals List, Honor Roll, Merit Roll are awarded to students based on academic achievements. Awards Assemblies</p>			
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are held quarterly to celebrate and publicly acknowledge academic success.

16. Leader's Club promotes community based outreach, volunteerism and philanthropic events
17. Class Section Sheets are used to track daily behavior and provide evidence for rewards.
18. Student Daily Reports for students in need of behavioral management and monitoring
19. Pupil Personnel Team (PPT)-identify students in need and provides academic and emotional supports

**Parent/Community Communication**

- School website provides updated information for parents and students about school activities and events
- School Messenger Automated Phone System used in conjunction with our school Facebook page has allowed our school to "go green" through paperless communication with all students and parents. This site has resulted in over 100,000 individual

messages being sent to our students and staff members' homes this year. The system enjoys a 97% successful contact rate with our families and staff. Messages are sent out to parents in various languages. Parents receive personal messages informing them of instructional expectations.

- Parent Resource Center to train parents in supporting their child in Math, academic vocabulary, Common Core Standards and the transition to the next grade level.
- Family Fun Nights and Dinner Theatre to promote community spirit.
- SAT Articulation Feeder School Meeting to convey our expectations and ensure a seamless transition for incoming 6<sup>th</sup> graders.
- Discipline Code Assemblies to provide clear expectations for good citizenship.
- Allowing Student access to the library during student lunch periods
- Remind 101
- Skedula/Pupil Path: Attendance, Gradebook, Anecdotal,

Performance Levels,  
Progress Report  
monitoring

- Parent Engagement-  
every Tuesday  
afternoon
- Literacy Pajama  
Night
- Family Fun Night
- Parent Guide
- IEP meetings
- Curriculum Night
- Dinner Theater
- Winter Concert,  
Spring Musical
- Team minutes
- Student/Class  
section sheets and  
daily reports
- Class  
Contracts/Course  
Introduction Letters  
outlining class  
expectations
- Common Core  
Rubrics with Next  
Steps
- Magnet testing  
program
- PTA
- College and Career  
Day - School Spirit  
Week
- Library
- NBA FIT funded  
gymnasium
- Facebook page
- Mathematics  
website
- Three iMac  
computer labs as  
well as classroom  
labs

**High Expectations to  
Students & College and  
Career Readiness**

- Student Handbook
- School wide grading  
policy

- Emphasis on attendance and punctuality
- Students monitor their progress through the use of Pupil Path
- Rigorous portfolio tasks & student self-reflection four times a year
- Use of Common Core rubrics
- Honor Roll, Merit Roll, Principal's Honor Roll
- PBIS Matrix expectations and *Teach Like a Champion* techniques (No-Opt Out and SLANT) are visible through the use of discussion symbol and whiteboard activities.
- Accountable Talk Discussion Stems and student-to-student led interactions
- Academic Progress Reports
- Entry Tasks/Exit Slips
- Data Walls/Lexile People
- Partnerships with Curtis High School, Staten Island Tech, McKee High School, PS 16
- New York State Regent Exams
- Real-life work experiences in the W.A.M. Store
- Student Government
- Career Day
- College Spirit Week
- Leader's Club

<ul style="list-style-type: none"> <li>Magnet Talent Programs</li> <li>“Soar to Success” After School Program</li> </ul>			
Specialized High School Test Prep program			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Inquiry team is comprised of teachers											
PBIS Core Committee meetings on going throughout the year											
<b>Part 4b.</b> 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		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.											
Progress will be monitored by surveys, staff exit slips, teacher observations, meetings and minutes (ongoing, February/June)											
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		

**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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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.
100% of teachers will be engaged in professional development and participation to improve teacher instructional practices during the 2015-2016 school year as measured by the Advance Aggregate Data used in the research based framework to improve teacher effectiveness.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ol style="list-style-type: none"> <li>1. Staff Development sessions on Danielson Framework</li> <li>2. Curriculum Writing is focused on three they elements to improve student outcomes: 1. Differentiation 2. Academic Vocabulary 3. Quality Questioning (from Inquiry Team’s book study of <i>Thinking Through Quality Questioning</i>)</li> </ol>	<p>All support staff, students</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> <li>1. School Leaders</li> <li>2. Inquiry team</li> <li>3. Teachers</li> </ol> <p>Special Education and Math Lead Teacher</p>

<ol style="list-style-type: none"> <li>3. Weekly Collaborative Sessions – Framework PD turn-keyed</li> <li>4. School Leaders set up and follow a schedule for teacher observations/walkth roughs and feedback using a framework for teachers</li> <li>5. Engaging in the <i>Learning Partners Plus</i> (LPP)</li> <li>6. Professional Learning Communities will engage in the following Staff Development sessions: Citywide Instructional Expectations for 2015-2016, IS61 Data Overview, ADVANCE, MSQI, Frame Game Activity, Questioning and Discussion Techniques, <i>Making Thinking Visible</i> book study, ELLs Professional Development 2015-16</li> <li>7. Establish regular meeting times for department teacher teams.</li> <li>8. Collaborative curriculum planning by department led by department supervisor</li> <li>9. Data analysis and accountability provided to Instructional Leadership Team by DOE Office of</li> </ol>			
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Systems, Data and Accountability 10. Data analysis and accountability provided to staff by Data Specialist and Principal  During common planning time, use of a protocol for Looking at Student Work to identify instructional needs			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Learning Partners Plus (LPP) funding- Two Model Teachers and Three Peer Collaborative Teachers											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
School Leaders will utilize on-going reporting in Advance.
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		

**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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>LPP and Three Peer Collaborative Teachers and Two Model Teachers</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E

	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>
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**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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>The school reviewed the section “What the School Needs to Improve” in the 2015-2016 Progress Report and set a goal.</p>		

**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 1b, 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>
<p>To strengthen the school learning environment during the 2015-2016 school year, we will “extend the effective practices of communicating with families and deepen the work of messaging academic expectations around the CCLS so that all students and families know how to reach higher levels of achievement” as measured by an increase in our rating on the Learning Environment Survey.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ol style="list-style-type: none"> <li>1. Added parent programs</li> <li>2. 1<sup>st</sup> and 2<sup>nd</sup> floor computer labs</li> <li>3. Library</li> <li>4. Distributed Parent Handbook</li> <li>5. Utilize School Messenger</li> <li>6. Utilize Skedula by all teachers</li> <li>7. Open House Night, Curriculum Night, Student led</li> </ol>	<p>The parents, community members, teachers, administration and PTA will be targeted.</p>	<p>Ongoing</p>	<p>School Leaders</p> <p>Inquiry team</p> <p>Teachers</p> <p>Special Education and Math Lead teacher</p>

<p>announcements, Extended Parent Teacher Conferences, and Fresh Start Events.</p> <p>8. Provide student updates by Team meetings minutes sent to Administration, Literacy coach, Special Education and Mathematics Lead Teacher, Data Specialist</p> <p>9. Continue progress reports for every student 4 x a year</p> <p>10. Communication enhanced through teacher team meetings by department.</p> <p>11. Skedula used to communicate with students in all teams throughout school</p> <p>12. Strengthen the school learning environment by accentuating the positive through the PBIS Program and WAM store</p> <p>13. School-wide Implementation of PBIS program</p> <p>14. Parent Resource Center</p> <p>15. Pupil Path Workshop</p> <p>16. LOWES Parent Resource Grant</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.

Budget - Inquiry team is comprised of teachers

PBIS Core Committee meetings are ongoing throughout the year

**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		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

By February 2016, we will review family engagement school activities: attendance sign in sheets, parent-teacher attendance using student-led conferences as a means to engage more parents.

**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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Scantron</p> <p>State Exam Scores</p> <p>DRP</p>	<p>We use a variety of Literacy AIS services at I.S. 61:</p> <p>Scantron Performance Series- all grades/school day/extended day/after school, small group, 2X a year</p> <p>MSQI - 6<sup>th</sup>-8<sup>th</sup> grade remedial classes/school day, small group</p> <p>Read 180 – 6<sup>th</sup>-8<sup>th</sup> grade Special Education/targeted pullout students/school day/ ELLS 6<sup>TH</sup> – 8<sup>th</sup></p> <p>Enrichment Class– all grades/ school day, small group</p> <p>Soar to Success – all grades/after school, Climbing the Ladder to Success – all grades Special Education Ells/after school, small group</p> <p>Academic Vocabulary Toolkit 1 –Vocabulary strategy for ELLs,</p>	<p>Small group and one-to-one</p>	<p>During the school day and after school</p>

		<p>small group, during the school day</p> <p>REWARDS- Reading strategies, small group, during the school day</p> <p>WILSON Just Words - Reading strategies, small group, during the school day</p>		
<b>Mathematics</b>	<p>Scantron</p> <p>State Exam Scores</p>	<p>We use a variety of Math AIS services at I.S. 61.</p> <p>Scantron Performance Series - all grades/school day/extended day/after school, small group, 2X a year</p> <p>Soar to Success –6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades/after school, small group</p> <p>Title III ELLs Enrichment Program/6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>,after school, small group</p>	Small group and one-to-one	During the school day and after school
<b>Science</b>	MOSL	An after school tutorial program services targeted students in order to prepare them for the State Science Performance and Written exams and NY State Regents will begin in the spring, small group	Small group and one-to-one	During the school day and after school
<b>Social Studies</b>	MOSL	An after school tutorial program services targeted students in order to prepare them for the Social Studies MOSL,	Small group and one-to-one	During the school day and after school

<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Referrals</p>	<p>Throughout the school day this program targets all students and provides an opportunity to address concerns such as adolescent daily struggles, educational neglect, child abuse and suicide. The counselors work closely with school personnel in providing behavior management Tier I intervention strategies to classroom teachers. They are responsible for facilitating the high school process for our eighth grade. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.</p> <p>Throughout the school day the school psychologist targets all at risk students who are in need of counseling and facilitates the referral to the Committee of Special Education. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.</p> <p>The Social Worker provides services to all at risk students who are in need of counseling and/or referral to the</p>	<p>One- to-one and group</p>	<p>During the school day and after school</p>
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		<p>Committee of Special Education. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.</p> <p>This program targets all at risk students who are in need of other health related services. This program allows students to deal with a variety of issues facing adolescent students and their families. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families</p> <p>Mobile Response Team.</p>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

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

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Stated above

### 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).
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**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/information, 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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	647,059.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,810,402.00		

### **<sup>1</sup>Explanation/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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: 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 SCEP 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.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **William A. Morris, 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. **William A. Morris, 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

**William A. Morris 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.

#### **1. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

## **2. Parent/Guardian Responsibilities:**

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

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### 3. **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>William A. Morris I.S.61</u>	DBN: <u>31R061</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</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>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</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: I.S.61 offers an English after-school enrichment program, "Enrich, Succeed, Learn", that provides test preparation for at least 30 (expected amount-50) general and special education English Language Learners within grades 6, 7, 8. This program focuses on test-taking skills for the NYSESLAT, ELA and Math State exams. This program will last for 12 weeks, from January 7, 2015 through April 2, 2015, there will be a total of 24 sessions. It meets every Wednesday and Thursday (2 times a week) from 2:15PM-4:15PM. There will be three 40 minute blocks for each subject area (ELA, ESL, Math). Students will rotate from each subject throughout the 2 hour period. Students will be grouped according to their grade level: 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>. The schedule will be as follows: the first block will be from 2:15PM-2:50PM, the second block will be from 2:53PM-3:38PM, and the final block will be from 3:40PM-4:15PM. Sixth graders will begin with an ESL block, then move to ELA, and finally end with a math block. The seventh grade schedule will be Math, ESL, ELA, and the eighth grade schedule will be ELA, Math, ESL. There will be 4 content certified teachers; they include 2 certified TESOL teachers, 2 certified secondary educators (the ELA teacher and Math teacher). The assistant principal will supervise the program, being that it will be the only program running during this time frame.

- This program helps students build essential literacy skills by immersion in an all English environment. In addition, an administrator will be hired to supervise the program.

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

The ELA teacher will use Kaplan Test Preparation workbooks, as means to instruct students with reading comprehension strategies that will prepare them for the revised ELA exam in April 2015. The ELA teacher will scaffold these strategies with struggling readers by accessing leveled content via Readworks.org. Students will be provided with technology such as iPads as supplemental resources, where they can access educational apps for individualized reinforcement. The ESL teachers will use Continental's New York ELLs test preparation book for NYSESLAT preparation. These workbooks are divided into Listening, Speaking, Reading, and Writing subsections.

- The Math teacher will use Success Maker software, which is the computer component to the CMP3 curriculum used in our school. It combines the instruction of fundamental skills with development of higher-order thinking strategies. Success Maker is completely customized, built around the program's ongoing analysis of each student's actual performance. It includes on-demand interventions, including scaffolded feedback, step-by-step tutorials and prerequisite instruction triggered when a learner encounters challenges. It is beneficial due to its powerful data management that monitors student progress, customizes lessons and forecasts achievement.

- This program aims to help ELL striving readers to master vocabulary, fluency, comprehension, listening, and writing skills. In addition it will enhance ELLs' mathematical skills by revisiting and improving upon the essential fundamental skills that are required by students. The skills that we will reinforce and the tasks that students will complete through this program will align with the Common Core State Standards.

### Part C: Professional Development

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

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

Begin description here:                     The two ESL teachers (Amber Scordato and Francesca Parasole) will be attending a professional development session offered by the OELs. This session will be from 8:30-3:00pm on November 4, 2014. It is called "Bolstering Advanced Literacy Skills for English Language Learner", presented by Nonie K. Lesaux and Emily Phillips Galloway. This professional development day will address a common issue in 6-8 settings: promoting academic achievement among ELLs who struggle to acquire the academic English and advanced literacy skills necessary to meet the demands of the Common Core Learning Standards and support college and career readiness. The focus will be on the instructional core, daily classroom practices and actions that teachers might take to foster rich literacy environments, through text and talk, which support ELLs. The information obtained from this professional development will be turnkeyed to other staff members, especially those that teach ELL students.

-  
In addition, one of the ESL teachers (Amber Scordato), the ELA teacher (Angela Palmeri, that is involved in this ESL program), and the principal (Susan Tronolone) will attend a 4 day professional development on November 7, 2014, November 24, 2014, December 2, 2014 and December 17, 2014 at the UFT building in Manhattan. This professional development is offered by the Department of English Language Learners and Student Support and Harvard's School of Education's "Language Diversity and Literacy in Development Research Group". It is designed for school leaders and their instructional team (this ELA teacher is also I.S.61's data specialist). Our school was invited to this program because we have a significant amount of long-term ELLs.; therefore, this program will provide assistance with creating a comprehensive instructional program for ELLs.

The Middle School Literacy and Leadership Institute is designed to address the specific needs of middle schools with the goal of addressing the pervasive challenges and opportunities in educating ELLs in grades 6-8. This instructional program will develop the participant's core knowledge of ELL's literacy development. During this 4 day program, the principal, ESL, and ELA teacher will evaluate the design and implementation of literacy instruction to advance ELLs' academic achievement. In addition, they will analyze key literacy data at the school and classroom levels to surface patterns and trends in order to strengthen the core of instruction. The principal must then lead a literacy-based reform practice. Educators will learn high impact instructional strategies that promote and integrate formal and informal instruction that build on the ELLs' oral and written language throughout the content areas. From this educators will gain professional tools to support ELLs and establish successful professional learning communities.

### Part D: Parental Engagement Activities

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

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

## Part D: Parental Engagement Activities

Begin description here: Monthly activities will give parents the opportunity to actively participate in their child's learning environment. For every activity/workshop parents are notified by letters sent home, in various languages, an announcement on the I.S.61 website, and phone calls made by an automated recording system. The recording system also translates messages to each family, if a language other than English is preferred. In addition, translators will be available at all of these workshops/activities.

- Parents are welcome to attend I.S.61's Curriculum Night which is held in the beginning of every school year. This year it was held on September 30, 2014 from 5:30PM-8:30PM. All staff members are present to meet their students' families. The purpose of Curriculum Night is for parents to get acquainted with the curriculum being taught in all of their child's classes. Teachers explain the skills and content that students will be learning and even show parents textbooks, workbooks, novels, and any other supplemental text/materials that students will use on a daily basis. Staff members also discuss schoolwide and classroom expectations to parents.

- On October 2, 2014, a Parent Resource Math Workshop was held and informed parents of the Math curriculum. It also provided parents with a list of supplemental resources/activities that they can use to help their child at home.

- On October 22, 2014 parents were invited to attend a High School Information Session which described the necessary steps that they need to apply for high school. This was an informative session that provided deadline dates and information about programs that are offered within each high school.

- On October 30, 2014 at 6:00PM parents and students were invited to Literacy Night. Literacy night consisted of teachers doing a guided reading of a novel to students and their families. After chapters from the novel were read, students and parents engaged in a discussion regarding events that occurred in the book. After that they were given engaging activities that they completed together. Towards the end of the evening, parents and students were given drinks and snacks while they continued reading together.

- Additional activities include Family Fun Nights where students' families are invited to share in various activities such as arts and crafts. Family Fun Nights occur once a month from 6 PM to 7:30 PM. The parents will be notified about these event by receiving a sign-up form in English and their native language; it will also be posted on the school's website (IS61knights.org). Each Family Fun Night has a theme that relates to that particular time of the school year. A harvest theme was used for Family Fun Night held on October 23<sup>rd</sup>, 2014 from 6-7:30PM. On December 11, 2014 from 6-7:30 PM we will host a holiday theme for Family Fun Night and on May 21, 2014 we will host a Family Fun Night BBQ. These activities give parents an opportunity to meet and speak with teachers and be informed of their child's academic progress and important upcoming school events. Teachers, administration and paraprofessionals of IS61 ESL and Special Education departments will be providing the support needed for these events.

In addition, during the first week of the after school program, the parents will be invited to join their children (during the last hour of the program). They will sit with their children to comprehend what is expected for their child to succeed and how they can support them with the work at home. Parents will receive activities and strategies (from the teachers involved in the "Enrich, Succeed, Learn" after school program) that can help their child prepare for the ELA, Math and NYSESLAT exams. Parents will be able to preview samples of the exams, as well as receive the NYC DOE NYSESLAT brochure. All written information they receive will be translated in Spanish, Arabic and French (the family's native language). Helpful websites that can assist the whole family with improving their English will be provided, as well as activities they can do as a family to practice English. This support will be provided by the 2 ESL teachers, the ESL ELA teacher and the ESL Math teacher, whom are involved in the "Enrich, Succeed, Learn" after school program. Through Title I translation services, translators will be available at these events.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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

**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](#).

**A. School Information**

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>061</b>
School Name <b>William A. Morris Intermediate School 61</b>		

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

Principal <b>Susan L. Tronolone</b>	Assistant Principal <b>Angela Palmeri, I.A.</b>
Coach <b>Rosanne Kipp</b>	Coach <b>Joseph Luisi</b>
ENL (English as a New Language)/Bilingual Teacher <b>Amber Scordato/ Francesca Parasole</b>	School Counselor <b>Christine Cusato</b>
Teacher/Subject Area	Parent <b>Marianne Wagner</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Kim Lucchesi</b>
Related-Service Provider <b>Monica Ekelund</b>	Borough Field Support Center Staff Member <b>Mildred Cordova/Nilda Kraft</b>
Superintendent <b>Anthony Lodico</b>	Other (Name and Title) <b>type here</b>

**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	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	1,134	Total number of ELLs	98	ELLs as share of total student population (%)	8.6%
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<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K	1	2	3	4	5
	6	7	8	9	10	11

### A. ELL Programs

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														0
Dual Language														0
<b>Total</b>	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	100	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	42
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	55	Long-Term (ELLs receiving service 7 or more years)	17

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									
Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	

<b>TBE</b>	0																			00	
<b>DL</b>																					00
<b>ENL</b>	28	2	5	55	0	27	17												9	100	
<b>Total</b>	28	2	5	55	00	27	17	00											9	100	
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>																					

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														00
														00
														00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00	00	00	00	00

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																
																			00	00
																			00	00
																			00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

\* 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
									00	00
									00	00
									00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):

Number of students who speak three or more languages:

**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							37	31	20					88
Chinese														00
Russian														00
Bengali							2		1					3
Urdu									1					1
Arabic							4	1	2					7
Haitian														00
French								1						1
Korean														00
Punjabi														00
Polish														00

Albanian															00
Other															00
<b>TOTAL</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>43</b>	<b>33</b>	<b>24</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>100</b>	

### 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
<b>Entering</b> (Beginning)							12	2	6					20
<b>Emerging</b> (Low Intermediate)							4	2	4					10
<b>Transitioning</b> (High Intermediate)							3	6	4					13
<b>Expanding</b> (Advanced)							24	21	9					54
<b>Commanding</b> (Proficient)							7	6	7					20
Total	00	00	00	00	00	00	50	37	30	00	00	00	00	117

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							0	0	1					

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							6	7	14					27

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6	20	21	0	0	41
7	18	4	0	0	22
8	11	4	0	0	15
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	

3									00
4									00
5									00
6	36		5						41
7	24		4						28
8	13		2						15
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8	6		7		2	1			16
NYSAA Bilingual (SWD)									00

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				
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	# of EPs (DL only) scoring at each quartile

	(based on percentiles)				(based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.

To assess early literacy skills, the general education ELLs are administered the Scholastic Reading Inventory (SRI), which is a component of the Read180 program. This benchmark is given four times a year in their literacy class. The scores range from zero to 1600. Students are considered Beginning Readers (BR) if their lexile scores are between 0-400 and are considered below grade level if score under 800 (for sixth grade), 900 (for seventh grade), or 1,000 (for eighth grade). Students move their "lexile people" (student designed cutout people that are displayed across the classroom) after each benchmark to show their growth. Majority of our ELLs are considered below grade level and are "Beginning Readers."

In addition, all students in the school are given a Degrees of Reading Power (DRP) assessment and Scantron assessment three times a year. These assessments are used to determine student's reading level as well as to identify the skills that they have mastered and those that need improving. Results from such assessments are discussed during our inquiry meetings held monthly on Tuesday afternoons.

We are also administering an ELL Periodic Assessment in the Fall of 2015 which will enable us to identify student's strengths and weaknesses in reading, writing, and listening.

This data tells us if we need to increase the use of our intervention program and helps us identify which students would benefit from such intervention. This data also gives the students their reading levels, so they can pick an appropriate book for independent reading time, and have an easy and fun way to track their reading growth. The SRI program also gives teacher's reports and enables them to use these reports and data to create collaborative learning groups in the classroom. In addition, this data helps identify individual weaknesses of our ELLs so we can focus on particular strategies that will benefit them. For most of our ELLs, their lack of vocabulary is negatively affecting their comprehension, which is why we will be using our Academic Vocabulary Toolkit (AVT) within our push-in classes and have been encouraging all teachers to focus on academic vocabulary in their instruction to increase their academic language.

Within our pull-out classes (of entering and emerging students) we are using a "Foundations of Reading Assessment, which is part of the National Geographic INSIDE curriculum. This assessment is primarily phonics-based and gives us an understanding of the students phonemic and phonological awareness. Parts of this assessment are administered individually so the results are specific for each student. Since the students in our pull-out classes are at the entering and expanding levels, this data is crucial for us in helping to understand where their weaknesses in phonics are so we can develop a strong foundation for reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The trend for several years is that our incoming sixth grade population includes a great deal of expanding/advanced level students. We noticed these are students who have been in ENL since they were enrolled in kindergarten and turn into long-term ELLs as they progress through their first year at our school. Almost half of our incoming sixth grade population consists of Special Education students and this has been the trend for the past couple of years. This year's incoming sixth grade population has a larger amount of newcomers, and entering/emerging level students than we have seen in recent years. The same can be said for our current eighth grade population. The seventh grade population is primarily made up of long-term ELLs, who are at the expanding level. The eighth grade population (most of which are Special Ed. and/or long term ELLs or new comers) are spread almost evenly throughout the proficiency levels. Our long-term ELL population is large across the board and primarily consists of special education ELLs and students with a home language of Spanish. It was noticed that within our sixth grade entering and emerging population, the common

areas of weakness are in speaking and writing. The most common weakness in our seventh grade entering and emerging population is their writing. The most common area of weakness in the eighth grade is also speaking and writing.

We believe that the low scores in the writing modality attribute to the constant emphasis on summarizing and providing evidence from text, which is required for the ELA State Exam. On the NYSESLAT students were solely asked to interpret the text and respond in their own words. Our students' need for more academic vocabulary also is a contributing factor to these areas of weakness.

This shows that we need to continue to focus a great deal of attention on our ELLs' skills, especially in Reading and Writing. This data reveals that we need to increase our reading and writing interventions that are already in place, and see if they can be modified to become more effective. In attempts to address this concern, we facilitated a school-wide Professional Development workshop about incorporating academic vocabulary into their daily instruction.

NYSITELL results are only analyzed for our newcomer students who are in the country less than three years as well as for students who are not progressing after more than 3 years of service. Over recent years, the trends show that the newcomer population tend to test at the entering or emerging levels. We have noticed that this applies to students withing all grade levels (6,7,8).

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Each year the ENL teachers analyze the AMAQ data to see if we are on track towards meeting our goals. According to 2014-2015's AMAQ 2, we met the target of 15.00% with a difference of 0.32% percentage points between the target and our current status.

We use the data from the AMAQ to focus on the progress towards achievement of proficiency for specific subgroups of ELLs and the design of effective instructional programs and/or intervention for these students. We analyze home language, grade level, years of service, ELA/Math performance progress, NYSESLAT proficiency and progress, attendance, age, holdover status, SIFE status and disability classification. Since we can create custom categories it is easier for us to analyze the data by subgroups. We also use the early warning indicator feature which automatically calculates the number of risk factors. This feature alerts us of students who exhibit known risk factors and allow us to tailor more targeted interventions for at risk populations before reaching a more critical level. We use this feature to determine the students that should be placed within our Reading Intervention program ( Wilson Reading Program) which will be started midyear.

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

- 4-Square Writing Method in all 3 grades; 4-Square Writing Method differentiated for Special Ed. students and for ELLs.
- Frayer Model vocabulary instruction method in all 3 grades including content areas; Frayer Model differentiated for Special Ed. students. Also, the use of word walls and pictures are used to help develop academic vocabulary as well.
- Use of more bilingual language materials, including library books, dictionaries and subject glossaries, and bilingual texts in Math and Science.
- National Geographic text and workbooks for all entering and emerging students in all 3 grades (pull-out classes).
- Blended Read180 computer and Lexile level tracking system for all general education ELLs and 8<sup>th</sup> grade Special Ed ELLs.
- Use of the Academic Vocabulary Toolkit (by Dr. Kate Kinsella) in the pull-out ENL classes (general and special ed, all three grades) to increase their use of academic vocabulary and language skills in reading, writing and speaking.
- Adaptation of CSR (Collaborative Strategic Reading) strategy.

Continuation of our Listening and Speaking interventions this year:

•In literacy and content area classes, more exercises utilizing dictation and note-taking, and practice listening exercises from the NYSESLAT exams. For beginners and intermediate level ELLs, TPR is used to increase auditory skills. In content area classrooms, group work and oral presentations are also suggested activities to be done with ELLs.

•Continuing to use “Academic Conversations,” a strategy introduced by Jeff Zwiers and Marie Crawford (from a study published by the Association for Supervision and Curriculum Development in April 2009) in all three grades. This is basically an updated version of “Accountable Talk” designed for students of ESL. This technique was endorsed at the ENL professional development workshop in June of 2008. The article can be accessed here:  
<http://www.ped.state.nm.us/QualityAssuranceSystemsIntegration/dl09%20/ELL%20Summit/How%20to%20Start%20Academic%20Conversations.pdf>:

4. For each program, answer the following:

- a. What are the patterns across 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?

Patterns across proficiencies and grades:

According to the data from the NYSITELL and NYSESLAT, our sixth grade presently has the largest ELL population at our school. This year, 42.4% of our current ELLs are sixth graders, 33.3% are seventh graders, and 24.3% are eighth graders. Of this total population, 20% of our ELLs are entering, 11% are emerging, 13% are transitioning, and 53% are expanding.

Out of all of the entering level ELLs, 20% (4 students) are special ed. students.

Out of all the emerging level ELLs, approximately 64 % (7 students) are special ed. students.

Out of all of the transitioning level ELLs 69% (9 students) are special ed. students.

Out of all of the expanding level ELLs, 43 % ( 23 students) are special ed. students.

The pattern for many years is that our sixth grade population is always the largest and our expanding level ELLs is always the largest subgroup that contains the most amount of special ed. students.

The data across all 3 grades shows that the majority of students scored at the expanding level on the 2015 NYSESLAT.

The data from the 2015 NYSESLAT represents that:

- Of our eighth grade population 6 out of 24 students (25%) are at the entering level, all of which are newcomers. Of our eighth grade population 5 out of 24 students ( 21%) are at the emerging level (4 of which are special ed.).  
Of our eighth grade population 4 out of 24 students (17%) are at the transitioning level (3 are special ed.).  
Of our eighth grade population 9 out of 24 students (37.5 %) are at the expanding level (6 are special ed.).  
Of our eighth grade population 13 out of 24 students (54%) are Special ed.
- Of our seventh grade population 2 out of 31 students (6%) are at the entering level, 1 of which is a newcomer.  
Of our seventh grade population 2 out of 31 students (6%) are at the emerging level (1 of which is special ed.).  
Of our seventh grade population 6 out of 31 students (19%) are at the transitioning level ( 5 are special ed.).  
Of our seventh grade population 21 out of 31 students ( 68%) are at the expanding level ( 8 are special ed.).  
Of our seventh grade population 14 out of 31 students (45%) are Special ed.
- Of our sixth grade population 12 out of 43 students (28 %) are at the entering level, (8 of which are newcomers and 4 are special ed).  
Of our sixth grade population 4 out of 43 students (9%) are at the emerging level (2 of which are special ed.).  
Of our sixth grade population 3 out of 43 students (7%) are at the transitioning level ( 1 is special ed.).  
Of our sixth grade population 24 out of 43 students ( 56%) are at the expanding level ( 9 are special ed.).  
Of our sixth grade population 20 out of 43 students (approximately 47%) are Special ed.
- A majority of the other students are long-term ELLs. Our long-term ELLs are the students who seem to have the most difficulties with writing.
- We noticed that approximately half of each grade’s population consists of special education ELLs.

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

We noticed that the lowest performing area for the sixth grade students is writing. We recognized that reading seems to be one of the strengths, besides speaking for our long-term ELLs. This new focus on Science and Social Studies content in the listening subtest of the NYSESLAT can most likely attribute to these results, so it is an area of improvement and focus for our long-term ELLs. This is why we have a school-wide focus on Academic vocabulary in ALL content areas.

Over the past few years, we have seen a shift from a lack of reading comprehension to a lack of listening comprehension, which can attribute to the new format and standards that align the 2015 NYSESLAT.

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

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

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

Our ELLs will take the a Periodic Assessment in the Fall. ENL teachers will analyze student results and group students based on their areas of strengths and weaknesses. These results will be shared with their content area teachers, to better guide their instruction.

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

From the Periodic Assessment we will be able to get insight into the approximate level the student will fall into after taking the NYSESLAT. We will notice if the student has made sufficient progress in order to move into the next level. We will also be able to determine what areas need to be improved on and can help us group students based on their skills, so they can be guiding one another. The native language is primarily used with our newcomers, being that the long-term ELLs feel more comfortable with the English language and do not have the ability to read in their native language (same goes for most of our Special.ed population, since most of them are long term ELLs).

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?

In the content area classes and pull-out ENL classes there are more resources readily available for students. These resources include: bilingual dictionaries, picture dictionaries, graphic organizers, phonics and picture/vocabulary cards, and Frayer Models. All teachers of ELLs are encouraged to apply daily language targets to coincide with their daily learning targets. Teachers are also given their students' NYSESLAT proficiency levels and targets of measure to assist them in grouping and differentiating instruction.. ENL and ELA teachers are use SCANTRON assessment results and match it to the target of measure in order to determine strengths and weaknesses. Teachers will use this data to not only determine groups but to also drive instruction. Areas of strength and weaknesses are included in the students' portfolio reflection page. This also informs teachers on areas of focus during small group instruction. We have also informed content area teachers about the targets of measure which are used to determine students' specific skill proficiency. ENL teachers will conduct a PD to further explain the importance of aligning targets of measure to their language and content goals. ENL teachers will demonstrate how all content area teachers of ELLs can use these targets of measurement to guide their instruction to improve ELLs' comprehension of language through the content areas.

ELA teachers are also using the DRP results to form their small guided reading groups during independent reading time. ENL teachers provide NYSESLAT and Periodic Assessment results to all ELL teachers, and these results are explained by ENL teachers during collaborative planning time and revisited in the first PD given by the ENL teachers (in the fall). Along with NYSESLAT results, these teachers are given background about the native languages and countries of each of our ELLs. Teachers are encourage to research the cultures of their ELLs and try to embed diverse cultural backgrounds into their curriculum.

Science and Social Studies teachers use their MOSL results to group students and guide their instructional focus as well. Math teachers also use their SCANTRON data to determine students' strengths and weakness, in addition to the state test scores.

In order to increase our knowledge of students, we consistently encourage students to share any experiences with the class. We have noticed that many students were able to relate to content being addressed in classes. We use this information to establish connections with students.

Many teachers include students surveys and autobiographies in their curriculum as a way to learn more about their students. This is an activity where teachers acquire information about students cultural and educational background and this information is shared with

the other members of their "teams" (during team meetings that occur on Tuesday afternoons or on Skedula through anecdotes). The ENL curriculum is a culturally diverse program that enables students to make connections to their culture, as well as share their culture with others.

Newcomers are assigned a "student interpreter" (if available) that will assist them throughout their transition. ENL teachers are in constant communication with the content area teachers of their ELLs and are sure to include any additional scaffolds and support (for newcomer or lower level ELLs) to Google Drive when collaboratively planning. ENL and content area teachers do provide translated materials for students, when necessary for further assistance. All teachers of ELLs are given a PD in the fall so they can incorporate ENL strategies into their classrooms, and guide them to incorporate a language focus into their every day content area teachings. These strategies include AVT (Academic Vocabulary Toolkit), dictation and listening activities, TPR, close reading, Frayer models, Sentence stems, accountable talk, etc.

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?

N/A

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

We evaluate the success of our program for ELLs by looking at the scores on the NYSESLAT, ELA, and Math as a quantifiable means of gauging students progress. In addition, we use our National Geographic INSIDE benchmarks and Read 180 monitoring system. READ 180 offers a SRI test three times a year which then determines the students' lexile levels. Students also take Scantron Assessments to monitor their language and reading comprehension skills. The results determine the students' reading levels as well as provide teachers with a breakdown of areas of strengths and weaknesses regarding reading and language arts skills. We also have a progress report that was made specifically for the ENL classes. This progress report is meant to be completed at least twice a year by the ENL teachers to help evaluate progress on a more personal and informal level across listening, speaking, reading and writing areas. ELLs are also given Math workbooks in their native language to accompany their English workbook. This increases the student's comprehension and allows them to reinforce their English skills. The Math teachers use their Scantron data and state test breakdowns from September as a baseline to guide instruction in specific areas. We have noticed that a majority of our ELLs have scored a level 1 on the math state exam, while a few others have scored a 2. When we spoke to their Math teachers we noticed that ELLs had difficulties with word problems due to the vocabulary so we encourage math teachers to focus on vocabulary lessons for math related terms. We provided them with the Academic Vocabulary Toolkit (AVT) and Frayer Models to use as a tool to introduce students to new words. By using the Academic vocabulary Toolkit, students must apply the new word in speech through group and partner discussions, identify its meaning in reading, and use it in writing. Some students also translate words and definitions for themselves and their classmates to reinforce the meaning of the academic vocabulary word.

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.

The first step for identifying possible ELLs takes place during the registration process. During registration, the pupil personnel secretary immediately notifies one of the ENL teachers, Amber Scordato or Francesca Parasole or an individual from the **LPT**. At this time the ENL teacher available meets with the parent in the office and gives them the HLIS (in their native language, if needed) as well as the language preference sheet so we know which language of communication is preferred by the parent or guardian. The ENL teacher guides the parent as they fill out the HLIS. Since both ENL teachers are only fluent in English, Spanish bilingual paraprofessionals or the NYC Translation and Interpretation unit, assists the ENL teachers with this if parents preferred language is not English.

The ENL teacher also conducts the informal oral interview with the student, if a home language other than English is indicated on the HLIS. If the student cannot communicate with the ENL teacher in English, then the teacher does a brief interview with the parent or guardian in their native language (using the interpretations unit if language is other than English or Spanish being that a member from the LPT is also bilingual in Spanish. The informal oral interview consists of simple personal questions about their country of origin, age, grade, favorite hobbies, etc. This interview is used to determine preliminary NYSITELL eligibility. The ENL teachers conducting the informal interviews are NYS TESOL certified ENL teachers. The NYSITELL is administered only by the certified ENL teachers within the first 10 days of admission. If a student's native language is Spanish, they are also given the Spanish LAB. If a Spanish speaking staff member is not present to assist newcomers, translators are hired in order to administer the Spanish LAB to Spanish-speaking newcomers. We use the translations and interpretations line to assist in communicating with parents, being that the ENL teachers do not speak other languages besides English.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

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 parent/guardian mentions that the student did not recently attend school in the United States, the ENL teacher will conduct the “Oral Interview Questionnaire” that is provided by the NYC DOE Instructional and Compliance Resource intranet site. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices.

For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS) which is also from the NYC DOE intranet. The

LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE students bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

We have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins when the parent is completing the Home Language Identification Survey. We always ask parents if their child has had prior schooling in both their country and in America. If there are indications that a student has had an interruption or inconsistency in their formal schooling, we must proceed with the SIFE Identification Process for students who are "Newly identified ELLs", and are at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results.

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).

The members of the LPT consist of Amber Scordato (ENL teacher), Francesca Parasole (ENL teacher), Angela Palmeri (Assistant Principal), Joseph Luisi (ELA Lead Support teacher/Testing Coordinator), Marilyn Corson (Special Ed. Teacher/ Lead Support teacher/ bilingual in Spanish).

When a new student is enrolled with an IEP, an IEP team along with the LPT and the student's parent/guardian determines the student's eligibility for receiving services at our school, along with the language that the service(s) should be delivered. A qualified interpreter or translator of the preferred home language of the parent/guardian must also be present at each meeting. ELLs who are also SWD receive accommodations and may use test mods as per their IEP. To determine SIFE identification, the EPRG appendix is used to identify the SIFE status, as mentioned in question 2 above.

The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, 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 the evidence, the LPT must make a determination as to whether the student may have 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 may have English language acquisition needs, the student must take 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. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not 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 must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. 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 (page 53 on the EPRG) must be completed and placed in the student's cumulative folder.

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 5 days of ELL determination the ENL teachers inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). These letters are then sent home along, with the ENL Dept. Welcome Letter/tear-off for our ENL pull-out class. Dated and signed letters are retained in the student's cumulative folder. The ENL teachers maintain copies in each student's file within our compliance binder as well.

When students completed the NYSITELL and are classified an ELL, parents are notified (in their preferred language) with an "Entitlement Letter" which explains their child's score on the NYSITELL determines that they are an ELL and are entitled to receive services through one of three ELL programs that NYCDOE offers (ENL, transitional bilingual and dual language). This letter gives a brief description of each program option and informs the parent that that they must come to school for an ENL orientation with the ENL teachers (preferably during our Tuesday afternoon parent engagement time). If the date and time does not work, another time will be scheduled, as the contact info for the ENL teachers and AP are indicated on the entitlement paper. This paper also informs parents that they have 45 days to contact someone if they feel their child's entitlement status needs to be reviewed or reassessed.

We always have parents fill out the Program Selection & Parent Survey on the day of orientation to avoid delays in receiving that information. For any forms not returned, a second form is sent home with the student. If the second form is not returned, we then make phone contact with the parent. In some instances, we approach the parent at Parent Teacher Conferences as a final attempt before we send home a Program Placement default letter. This letter is only given to parents who do not return the Program Selection and Parent Survey form. This letter states that the student is placed within the available program at their school. After the Program Selection and Parent Survey is returned the Parents will receive the "Placement letter" in their preferred language indicating what program the student was placed in.

The Non-Entitlement Letter is given to parents (in their preferred language) in two instances. One being that the parents is informed that the student was tested using the NYSITELL and the score indicates that the student is not limited English proficient, and is not entitled to ELL services. This is the Non-Entitlement NYSITELL letter. The other Non-Entitlement letter is sent home to parents to inform them that their child took the NYSESLAT in the Spring and their level indicates they are English proficient and no longer an ELL. This letter does inform the parents that the child will still receive transitional services to support and monitor his/her language development and academic progress, which includes 90 minutes of English as a new language (formerly English as a second language or ESL) per week. It also informs them that their child is still eligible for certain specified testing accommodations. These transitional services will be in place for up to two (2) school years starting with the school year after the child was determined to be proficient on the NYSESLAT. These letters that get sent home are all dated and signed letters are retained in the student's cumulative folder and the ENL teacher's compliance folder. For letters that do not have to be returned signed, the student signs as proof that they received the form and it will be given to their parent or guardian.

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).

Parents are informed immediately (within 5 days) upon receiving their child's NYSITELL score and are invited to the parent orientation through the use of the "Entitlement letters" provided to the parents (by the ENL teachers) in their preferred language. In the "Entitlement Letters" it clearly states that they have 45 days to review or reassess their child's ELL identification. Parents who do not choose the ENL program will be directed to another school that offers the specific program they desire. Parents are reminded at the orientation that they can appeal their child's ELL status through a written request. Once an appeal is made, the school must initiate the Re-Identification process by reviewing all documents related to the initial entry or reentry, reviewing student's work in English as well as in the home language, and can administer the NYSITELL, only if it was never administered to the student in the past. A summary of this process will be interpreted to parents, if needed, by a bilingual staff member or by using the DOE's translation phone line. Any paperwork utilized for this process will be copied by the ENL teachers and placed in students cumulative record and also in the ENL Dept. Compliance binder.

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from either: a student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian), or a student of 18 years of age or older.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)3F 4 , of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder. ENL teachers will also ensure that these documents are also kept in the ENL dept. compliance folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must 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 a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her

designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. This documentation will be secured in the student's cumulative record as well as in the ENL Department Compliance binder.

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.

At the time of student registration, the ENL teacher administers the HLIS survey and offers the parent our Parent Handbook (which is in the process of getting translated). Once the NYSITELL is administered and the student is identified as an ELL the parent is then asked to come to the school for a Parent Orientation to view the ELL Parent Orientation video (which explains the three program options and is available in 13 languages). If the parent doesn't speak English, the video is shown in their native language. All forms are given to parents in their native language.

If we require an interpreter for any language that is not spoken by the school staff (some staff members are bilingual in Spanish), we would call the Translation and Interpretation Unit to explain the Parent Program & Selection Form and the Parent Survey. After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.

Attendance records, staff members present at the orientation, and languages used other than English are recorded using a sign-in sheet. During the orientation, we also provide information on standards, curriculum, and assessments. The parent orientation session provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation must be in a language or mode of communication that the parent or guardian best understands.

ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently available in the school, the student is immediately placed into that program and is provided with a full schedule.

If a parent's program choice is not currently available in our school, we must inform the parent that the selection is not available and provide the parent with the following two options, and maintain a record of the parent's response. First either keep the student enrolled at the current school in an available program; if the parent chooses this option, we immediately place the student in that program and begin serving him/her or transfer the student to a different school where the parent's selection is currently available. To do so, we contact the Division of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment. While we await the possible transfer to the nearest school, the student should temporarily be placed in our ENL program until the transfer is complete. Students placed in ENL due to the unavailability of bilingual programs at the current school count toward minimum thresholds for opening a bilingual program. If the parent would like to transfer the child, the school must send an email requesting to transfer the student to [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). The DOE's Division of English Language Learners and Student Support coordinates these transfer requests with the Office of Student Enrollment and will follow up with the school and family regarding a new placement within the designated timeframe (10 days).

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained by the ENL teachers and kept in the Compliance binder. While waiting for a parent to complete the form, we place the student in an ENL program to provide mandated services based on the student's proficiency level. Parent choice is recorded in the ELPC screen within 20 days. We may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment. Once the student's program has been determined based on the steps outlined above, we send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. This letter is sent home in the parent's preferred language and a copy is kept in students' cumulative folder as well as the ENL dept. compliance folder.

For students already identified as ELLs (incoming sixth grade or transfers), the ENL teachers look at a student's cumulative folder and/or IEP (if applicable) to discover if a student has been in a different program at their previous school (bilingual or dual language). If the student was in a program we do not offer, we inform the parents (in their preferred language) that the program

isn't available at our school. Continued entitlement forms provide this information and are sent home, in the parents preferred language, by September 15 to indicate which program is available at our school. In addition it informs parents that they have the right to transfer schools to enroll their child in a different program, or they can contact the ENL department at the number provided if they have any questions or concerns.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Selection and Program Placement Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. The ENL teachers must notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages). When a new ELL enrolls, we inform parents of the three instructional models available in New York City (as mentioned in number 6 above) regardless of whether the preferred model is currently offered in our school. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in ENL. We document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the school. Students who are placed in ENL as a result of the parents not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades. ENL teachers are responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed within 20 days. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form is provided to the parent upon request.

The ENL teachers always have parents watch the orientation video and fill out the Program Selection & Parent Survey on the day of orientation to avoid delays in receiving that information. For any forms not returned, a second form is sent home with the student. If the second form is not returned, we then make phone contact with the parent in the language they prefer. All attempts are logged.

We also maintain copies of each student's Program Selection & Parent Survey (from their cum. folder) and keep these copies within our compliance binder. We also print a screen shot of each student's HIBE screen and use the ELPC screen to ensure all of the recent Program Selection & Parent Survey forms have been completed. This is when we send home notices informing parents that our schools offers ENL, so if they would like to have their child in a bilingual or dual language program, they have the right to transfer schools to one that offers their preferred choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers always have parents watch the orientation video and fill out the Program Selection & Parent Survey **on the day of orientation** to avoid delays in receiving that information. All copies of Parent Survey and Program Selection forms are kept in the compliance binder with an indication of when the notice was sent home with the parent, and is to be monitored by the ENL teachers. For any forms not returned within 3 days, we then make phone contact with the parent in the language they prefer, (using the Translation & Interpretation Unit) and this attempt to contact parent will be logged by ENL teachers. If we are still unsuccessful after the 5 days, the ENL teachers would input that a transitional bilingual program is the parent's preferred choice. This would be inputted into the ELPC screen within 20 days of student enrollment. After this, we will send home a Default Program Placement Letter, which informs the parent that since they did not return the Program and Selection Form their child is placed within whichever program the school offers. However, if they do have an objection to the default program they have the right to transfer to a school that offers their program of preference.

Parent Program and Selection Surveys are placed into the student's cumulative folder, as well as, a copy is placed within the ENL Compliance Binder. Both the student's cumulative folders and ENL Compliance Binders are stored in file cabinets within a locked room.

9. Describe how your school ensures that placement parent notification letters are distributed.

The parent is notified at the orientation or upon receipt of the Parent Survey and Program Selection form, of what program their child will be placed in depending upon their request. After each student is given a placement notification letter (in the preferred language) the student must sign and date a sheet (the ENL teachers created) stating that they received the letter and will give it to their parent. This record is kept in the compliance binder so it could be monitored by the ENL teachers. The placement letter has to be signed by the parent and returned in 5 days to the ENL teachers.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ELL documentation forms such as the HLIS and are retained in the student's cumulative folder, and a copy of the HLIS is placed within our ELL compliance binder, along with the signed sheets regarding the distribution of the entitlement/non-entitlement letters. The ENL teachers also go through each ELL student's cumulative folder that are new to the school (incoming sixth grade) so they can make copies of their HLIS and Parent Survey and Program Selection form so the copies can be placed in our Compliance Binder. Each child has a title page, which is also where we indicate when the letters, such as: Entitlement, Continued Entitlement, Non-Entitlement, were sent home to students. The cumulative records are kept in a secured room that is only accessible by the Pupil Personnel Secretary and staff in the main office. The ENL teachers are allowed access to this secured area with the permission of the Pupil Personnel Secretary. The ENL compliance binder is kept in the classroom of the ENL teachers in a locked cabinet.

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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL teachers create a list of the ELL students that receive continued entitlement and transitional support parent notification letter (using our current ELL roster report). This list includes the student's name along with what letter they received and the date that this notice was sent home. Students will then sign next to their name to indicate that they received this letter and it was taken home on the day indicated on the list. Once all have been distributed, we use the list of signatures, and indicate on the students title page (in our Compliance Binder) when the letter was given to the students. Parents will receive these letters in their preferred language.

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).

The trend has been in favor of ENL, the program that is offered at our school. Many parents often say that they prefer their children to receive instruction in English only to "speed up" their child's acquisition of English, since they are already in their teenage years and have a strong grasp of their native language. Over the past few years, more than half of Program Selection Surveys identified ENL as their first choice, but we are noticing an increase in parents choosing Dual Language and the Transitional Bilingual option- especially among our incoming sixth graders.

Our program model, Free Standing ENL, is aligned with parent requests. All parents have accepted the entitlement and transition letters sent home informing them of their child's placement into our ENL program.

While parents are made aware of the bilingual and dual language options (at other schools), they still prefer that their child be enrolled in the ENL program in our school. Since this has been the trend for the past few years, our program coordinator schedules the push out ENL classes for each grade during their non academic class. We use the ELPC screen and student's parent surveys/program selection forms to collect the data and preferred parent choices.

## 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.

- a. The ENL organizational models implemented at I.S. 61 are a blended program of co-teaching with Literacy, and Social Studies teachers in an integrated "push in" model and stand alone "push out" ENL instruction.

Our students are grouped heterogeneously by grade. The sixth grade general ed. ELLs and some former ELLs are grouped into one designated class (they travel together), with all various proficiency levels. The entering and emerging ELLs from this class have one ENL teacher during their "non-academic" period for their "push out" instruction. This same ENL teacher pushes into their Literacy class 4 days a week. The sixth grade special ed. ELLs are in 3 different designated classes, according to their needs and IEPs (one of the classes has a bilingual paraprofessional). One ENL

teacher pushes into the Literacy class of the 2 self-contained special ed. classes who have emerging, transitioning, and expanding level ELLs, 4 times a week. The other ENL teacher (the same one who pushes in to the general ed. Literacy class) pushes in to the ICT Literacy class, 4 times a week. All of the entering and emerging special ed. ELLs from these 3 classes come to this same ENL teacher for their "non academic" period to receive their "push out" ENL instruction; this class is combined with the general ed. entering and emerging students.

The seventh grade general ed. ELLs are grouped in one designated class (along with former ELLs). One ENL teacher pushes into their Literacy class four times a week. One ENL teacher uses the push out model for seventh grade ELLs. The ENL teacher instructs general ed. and special ed. seventh graders within the entering and emerging levels. This ENL teacher services the seventh grade special ed. ELLs via push ins. The special ed. ELLs are in two different self-contained classes and one ICT class, according to their needs and IEP accommodations. This teacher services both self-contained classes in Literacy (with the same Literacy teacher) four times a week. The ICT students are serviced twice a week in Literacy and twice a week in Social Studies (these ELL students are all at the expanding level).

As for the 8<sup>th</sup> grade, the general ed. and special ed. ELLs receive ENL instruction via a push-out model. This class has a mixture of ELLs of entering and emerging levels. One ENL teacher provides push-in services for the eighth grade general ed. ELLs, who are grouped within one designated class (alongside former ELLs). This teacher pushes into their Literacy class 4 times a week. This ENL teacher services the eighth grade special ed. ELLs. These ELLs are split among two classes, one self-contained and the other ICT. Both classes receive assistance from the ENL teacher when she pushes into their Literacy class four times a week. All entering and emerging eighth grade ELLs (special and general ed) have this same ENL teacher for their "non-academic" period to get their "pull- out" services.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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)?

Once NYSESLAT scores became available in August, the ENL teachers met with the programmer to determine which students should be placed in the designated ENL classes, and which students also need to be in the pull out ENL class, as per their proficiency level. Beginner/entering level students receive a total of 360 minutes of ENL services per week; 180 of those minutes must be in a stand-alone ENL class while the other 180 minutes are in an integrated ENL/ELA class. Low-intermediate/emerging students must receive 360 total minutes; 90 in stand-alone, and 180 in an integrated ENL/ELA and/or another 90 minutes that can be serviced in either stand alone or integrated (with ELA or any other content area). Transitioning has a total of 180 ENL minutes; 90 of them have to be within an integrated ENL/ELA and the other 90 can be either in stand-alone or integrated with either ELA or another content area. Expanding receives 180 total minutes in an integrated ENL/ELA or another content area class. Commanding receives 90 minutes of services in an integrated ENL/ELA or other content area class. Once classes are created, the school programmer provides the ENL teachers with a schedule of all sixth, seventh and eighth grade classes that contain ELLs. The ENL teachers use this schedule to program their push-ins according to the mandated minutes that our students require. All entering and emerging students are also placed in a "pull out" ENL class during their non-academic periods. The programmer works closely with the ENL teachers and are in constant communication to ensure all students are in the correct class so, so all proficiency levels are receiving their mandated services.

The ENL teachers co-teach with the 6th, 7th and 8th grade Literacy and Social Studies (grade 7 ICT only) content area teachers to provide services to students of all levels. The content area teachers work with the ENL teacher to modify instruction for their ELL students. They plan their lessons based on when the ENL teacher pushes into their classroom and use "Google Drive" to work collaboratively to plan to meet the needs of all levels.

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.

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

All ENL Literacy classes (general ed and special ed) are using a Common Core aligned curriculum called Expeditionary Learning. During the pull-out model, ENL instruction is content based. All of the listening, speaking, reading and writing activities are connected to the Expeditionary Learning curriculum that is being taught in their Literacy classes. Since the ENL teachers push in with the content area teachers, planning is a collaborative effort through afternoon meetings and sharing lessons through Google Drive, thereby allowing the ENL teachers to incorporate this material into their ENL lessons during their pull-out period. Also, students approach the ENL teachers with specific topics they find difficult in their other classes. Since the pull-out model is only used with our entering and emerging ELLs, the ENL teachers target any areas of weakness and use them to develop lessons that the whole class can benefit from. The same ENL strategies used within the push-in model are carried over to the pull-out model as well. Listening exercises and videos are used to help develop students' understanding of more difficult content. Also, the use of technology is a large component of our pull-out model. Using the SMARTboard makes the classroom interactive and makes the classroom student centered. It also gives everyone a chance to participate in the activity. In the ENL pull-out class there is a class set of iPads used to engage students in reading and annotating articles. We also purchase BoardWorks software in the 4 core subjects of ELA, Math, Social Studies and Science, which is highly engaging with visual cues, text, and audio content available to support all subject areas.

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

Our instruction is data driven and utilizes many ENL methodologies including TPR, modeling/scaffolding and direct instruction. With our Special Education students, the balanced literacy approach is incorporated, as well as direct instruction of vocabulary, using the Frayer model, and constant reinforcement of academic language. The school day begins with the students hearing the greeting "Good Morning" in a foreign language during the morning announcements. Each day highlights a different country and language, along with brief facts about that country. Most academic classes are set up for the workshop model, in which the desks are set up in groups of four or six. The ELA class is given in blocks of ninety minutes 3 times a week. The reading workshop, which begins with a mini lesson, may be followed by a read aloud, shared reading, guided reading, or independent reading. This block also utilizes the READ 180 program (for general ed. classes only). For the Expeditionary Learning curriculum, there are a series of quick writes that help scaffold and lead up to the unit assessment. Each unit assessment is an "On Demand" writing piece which

assesses their comprehension of the skills and topics taught throughout the unit. In the pull out ENL classes, we use the “Four Square” writing model which is a very visual graphic organizer that makes the writing process more organized and comprehensible for ELLs. We incorporate the four square writing model throughout most of the ELLs' content area classes.

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

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

After completing the registration and interview process, eligible students take the NYSITELL. Spanish speaking students are administered the Spanish LAB. For new students who speak languages other than Spanish, a translator or staff member who speaks their language, is utilized to ask them basic questions in their native language. Students are also allowed to write their native language, when doing homework or answering “quick write” assignments. Students must use their translators or dictionaries to translate their native language writing into English. Students are also can be given the “Scantron” Math assessment in Spanish (which is the primary home language of our ELLs). Students can also take the Science and Social Studies MOSLs in their native language and interpreters are hired to grade these MOSLs when they are administered throughout the year.

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

The Academic Vocabulary Toolkit assessments, concentrates on their comprehension and application of new academic vocabulary through reading, writing and speaking exercises. The National Geographic INSIDE curriculum (which is also Common Core aligned) is also used in the ENL pull-out classes. This focuses on teaching language and literary content through informational texts as well as novel/diary excerpts. Before each unit there are videos for the students to watch that summarizes the overall question of each unit, which serves as activation of their prior knowledge. Listening assessments, reading assessments and writing assessments are given based on the INSIDE concepts. Students also have to prepare a speech/presentation once a year (either individually or with a group) which constitutes as a form of a speaking assessment. In their Literacy classroom, ELLs are instructed using the Expeditionary Learning curriculum. This curriculum requires a lot of social interaction between students; therefore, they are practicing their speaking skills, which are facilitated and informally assessed by teachers. The use of small groups gives students more opportunities to speak with their peers which assists the teacher in assessing their academic conversations. Writing is assessed with Expeditionary Learning with the quick writes and end of unit assessments.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. Plan for SIFE:

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

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

By using resources such as NYSESLAT scores, SCANTRON, SRI, DRP, and ELA/ELL assessment results, and ELL Periodic Assessment, we can see the strengths and weaknesses of individual students, and plan instruction accordingly.

b. Plan for newcomers:

We have approximately 26 newcomers at I.S. 61 (0-3 years of service). We address their needs by the following: We always invite our newcomers to participate in our after school programs. We offer computer and laptop assistance, where they can use special software geared at increasing English language proficiency. In our pull-out model our INSIDE Fundamentals Level A comes with a textbook, workbook, writer's workout, and various independent reading books related to the topics, in addition to an online tracking system. The independent reading books can be used within a guided reading group and also during independent reading time. Newcomers and beginners also use picture dictionaries that are uploaded onto laptops for individual or paired use. Students also utilized a website call [www.ESLKIDSLAB.com](http://www.ESLKIDSLAB.com) which provides an audio component and practice worksheets.

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

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

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

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

For our newcomers, we always encourage writing in their first language in the beginning of their transition in order to reduce some of the frustration often felt when they are unable to participate in classroom tasks. They also are encouraged to draw or make a story map to communicate what they are trying to express. It is our goal to support newcomers by providing

them with a framework that connects them to the work being done by the rest of the class. We do as much as we can to help make them feel comfortable and secure so they are willing to participate and interact.

c. Plan for 4-6 year ELLs:

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

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

- 4-Square Writing Method in all 3 grades, for both General and Special Education ELLs.
- Frayer Model vocabulary instruction method in all 3 grades, for both General and Special Education ELLs.
- Use of more Spanish/bilingual materials, including library books, dictionaries and subject glossaries, and bilingual texts in Math and Social Studies, to boost literacy skills in the native language. Each student will be given a bilingual dictionary so that they can use it within all of their classes, as well as, for assistance with their homework.
  
- National Geographic's INSIDE text and workbooks in all 3 grades and a blended Read 180 computer and Lexile level tracking system for ELLs in all three grades.
  - Academic Vocabulary Toolkit is used in all content area to reinforce the high utility academic vocabulary.

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

These strategies will give them that extra 'push' needed to score commanding on the NYSESLAT.

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

d. Plan for Long-Term ELLs:

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

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

The program meets the needs of struggling readers whose reading achievement is below proficient level. It also directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. These are skills with which all our Long-Term ELLs seem to require the most help. We use Blended Read 180 Lexile/SRI assessment program incorporating INSIDE textbooks and workbooks.

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

e. Former ELLs:

Former ELLs are kept in their class with the other ELL peers, and receive instruction from teachers who already differentiate their instruction for ELLs. After ENL students reach commanding level on the NYSESLAT, some are kept in an ESL class where their academic performance is continually monitored. All former ELLs receive 90 minutes of push-in instruction from the grade ENL teacher in their Literacy, Science or Social Studies class. We also work with their guidance counselors, team leaders, subject teachers and assistant principals to ensure they are transitioning smoothly, if they were taken out of the ENL class. The former ELLs are also offered extra materials, resources, and supports to the teacher of that content area if the need arises, and also gets the same testing accommodations. Some materials and resources may include native language resources, the addition of visual representations of information, and the sharing of ENL techniques in the classroom such as TPR, use of Frayer models, and the Academic Vocabulary Toolkit.

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

7. 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.

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows teachers/principals, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. The

school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: A student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian), a student of 18 years of age or older. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps: First, the school receives a written request to initiate the Re-identification Process (e.g., parent writes letter to principal). Next, we will review all documents related to the initial or reentry identification process detailed above and the school then reviews the student's work in English and in the home language. After this we may administer the NYSITELL to the student, if the original determination was that the student should not be administered the NYSITELL; however, under no circumstances can the Re-identification Process include a second administration of the NYSITELL. After that we consult with a parent or guardian, conduct and review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)<sup>4</sup>, of the student's abilities in listening, speaking, reading and writing in English. Appropriate staff, such as the ENL teachers, consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Following that, written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

Finally, written notification of the decision is sent from the superintendent to the principal, parent/guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

All notifications and relevant documents must be kept in the student's cumulative folder.

## Phase 2

Between 6-12 months from a re-identification, a student is given school-based assessments (Scantron, SRI, ELA/Math portfolio reflections, etc.) to assess their abilities in listening, speaking, reading and writing. If there is a concern that the student might have a learning disability, the Special Education team must be contacted for further evaluation. In addition, the principal must review the re-identification process to ensure that the student's academic progress has not been adversely affected by the determination. The principal must speak with either the ENL teacher, Literacy coach or any qualified staff member, the parent/guardian, and the student. If it is believed that the student has been affected by the determination, the student must be provided with additional support services. If the principal decides to reverse the ELL status she must consult with the superintendent. The final decision notification must be in writing and addressed to the parent/guardian in the preferred language within 10 school 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?

In the beginning of each year, the ENL teachers work with the Special Ed Coordinator and IEP case managers to ensure that all students are properly placed in the correct setting. They view each IEP to make sure that the proper students are given a bilingual para if needed (as a substitute for a bilingual program). Speech therapists as well as occupational therapists are in close contact with ENL teachers when creating their schedules to ensure there is no conflict with providing services. The ENL teachers create a list of students' general and testing accommodations as a guide for modifications.

ELL-SWDs also use Expeditionary Learning in their Literacy classrooms, which is a common core curriculum that is grade and age appropriate. Teachers of ELL-SWDs tend to use an abundance of leveled graphic organizers and include sentence starters for their students. All scaffolds and leveled graphic organizers for Expeditionary Learning are provided by ENL teachers who upload the documents into Google Drive. Cloze activities are also utilized to focus on academic vocabulary and content. We have also provided these teachers with worksheets from Kate Kinsella's Academic Vocabulary Toolkit, which they can use when introducing new vocabulary to students. These teachers use technology such as Smartboards and iPads to provide students with visuals and examples of new vocabulary so that students can make connections to the new content. Students are familiar with using Frayer models for vocabulary reinforcement. In addition, bilingual dictionaries and content area picture dictionaries are present in all classrooms for students to refer to if needed. Paraprofessionals are also present in Special Education classrooms to further assist students, allowing them the opportunity to receive additional help from an adult. Some ELL-SWDs are in classrooms with a bilingual para (if deemed necessary as per their IEP) so content can be easily translated if needed.

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?

Our school provides students with additional time and resources (differentiated graphic organizers, visuals, bilingual glossaries, methods of presentation [questions read, directions read, etc.]) when completing tasks that are aligned to the Common Core curriculum. The ENL teachers meet with the designated teacher that completes their IEP to provide them with information, as well as receive information about the student's goals, academic strengths and weaknesses. Content-area special ed. teachers are expected to adhere to the pacing calendar that all general education teachers are to follow. Students are integrated within their non-academic periods; regardless of whether they are general education, SWD, or an ELL. ENL students who are in ICT classes are always encouraged by the ENL teachers to be paired with general ed. students. To determine which ELLs are in ICT classes, the Special Ed. Coordinator and IEP case managers are in constant contact with their Team Leaders to ensure they are successful in their placement. They use Scantron Data as well as report card grades to monitor their success and academic progress.

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### 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	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

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

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### 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

NYSED.gov

\*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)					
100%						
75%						
50%						
25%						
Dual Language						
100%						
75%						
50%						
25%						
Freestanding ENL						
100%						
75%						
50%						
25%						
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING	

#### 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.

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

Using this data, we can help to drive instruction by focusing on our Entering and Emerging ELLs in ELA and Math. This can be achieved in many ways. Currently, we have several programs in place to help students with reading, such as Read 180 (during independent reading time), and Success Maker, a computer component to our Math curriculum. There are several opportunities afforded to all of the students with a special focus on our long term ELLs at William A. Morris Intermediate School. We offer tutorial services in math and literacy via small group instruction. We also have a special after school program called Enrich Succeed Learn (E.S.L.), which is geared for remediation and improvement in math and literacy. This program runs from January to April.

In addition, our ELA and other content teachers work collaboratively in many ways with the ENL teacher, through professional development meetings. This assists them in becoming acquainted with ENL strategies and techniques. In order to foster collaboration between teachers, the Literacy department uses Google Drive to create power points for their Expeditionary Learning lessons. All of the teachers can access and utilize these power points and can also modify it, if needed, for their students. The ENL teachers assist in creating these lessons and provide teachers with effective strategies that will assist ELLs in the classroom. The ENL teachers are also present during team meetings to discuss students' academic and social progress, as well as meetings held by the literacy coach for literacy teachers. In addition, the ENL teacher meets informally with classroom teachers on a regular basis. Class and student observations are held routinely by the ENL teacher in the content area classroom. Teachers are always welcome to visit the ENL teachers' office and classrooms to borrow materials and books.

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

The Common Core aligned programs that we are using in our pull-out classes are INSIDE and the Academic Vocabulary Toolkit. We have three different levels of National Geographic's INSIDE; the fundamentals Level A, Level B, and Level C. All of these versions

contain content-rich units that focus on vocabulary, grammar, phonics/decoding, reading comprehension and writing. We choose the units based on its relevance and relationship to content being addressed in the students' Literacy classes. For example, seventh graders are reading [A Long Walk to Water](#) via the Expeditionary Learning curriculum, so seventh graders in the ENL pull out class are completing a unit about "Water". We notice that this enhances their comprehension of the material that they learn in ELA because they have background knowledge and can make connections.

We also use Kate Kinsella's Academic Vocabulary Toolkit. With this, we focus on one academic word at a time. We choose these words based on writing assignments or content in ALL classrooms, not just ENL and Literacy.

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

This school year our ELLs will take the Periodic Assessment and DRP (along with all students at IS61). This will also be the first year that we will be using the INSIDE curriculum.

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

None

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

ELL students are able to participate in all school programs, such as robotics, step, etc. Every year ELLs are encouraged to enroll in the "Enrich, Succeed, Learn" (ESL) after school program. This twelve week program focuses on preparing ELLs for important state tests such as the ELA, Math, and NYSESLAT. Teachers involved in this program are the two ENL teachers, a Literacy, and a Math teacher. A bilingual paraprofessional is also present during the ESL program.

What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

15. How is home language support delivered in each program model (DL, TBE, and ENL)?

Support materials include bilingual dictionaries and content area picture dictionaries. The Science textbooks in each grade contain bilingual glossaries, as well as Spanish workbooks and chapter summaries. Students are given access to bilingual dictionaries (Spanish, Bengali, French and Arabic) and state exam glossaries in their core subject classrooms. Students also have access to Math workbooks in Spanish, if needed. Prior to each vocabulary/grammar lesson, explanations and equivalents in home languages are researched for presentation in class to students.

16. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Skills that are being taught in the ELA curriculum are also reinforced in the pull out classes using the INSIDE curriculum. The INSIDE curriculum, a literacy program designed for ELLs, is geared toward a middle school demographic. Each reading selection is based on the anticipated reading levels of middle school students and is Common Core aligned. The specific skills taught in each level of the INSIDE curriculum mirror the CCSS and the skills taught in their ELA curriculum (Expeditionary Learning). The "Fundamentals

Volume 1” level is utilized as a supplement with newcomers at the entering level for all three grades in the pull out classes, as well as in small group (in the ELA classroom when the ENL teacher pushes in). This particular book focuses on newcomer English that helps them become acclimated to the American culture and school system. “Fundamentals Volume 2” is used for sixth grade in the pull out class. The Fundamentals series comes with fiction and non-fiction books that can be used for a guided reading group exposing to students to books that are similar to those they will use in their ELA class, but at their reading level. INSIDE Level A is used for seventh and eighth grade. The units used for each grade correspond to the CCSS standards and content that are seen in their ELA curriculum. All ELL content area teachers are given students lexile levels and NYSESLAT level, so they can give students reading material (when used independently) that are at the students grade level, so they can be involved no matter what proficiency level they are. This is reinforced by the ENL teachers when they give their ENL workshops during professional development.

17. 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).

The ENL teachers attend the registration dates over the summer to assist in enrolling students who are eligible for ENL services. The ENL teacher and School Programmer meet in August, after registration, to identify newcomers in order to compose a schedule for administration of the NYSITELL. The parents of newly admitted students, once identified as ELLs, are required to come up to the school for a parent orientation given by both of the ENL teachers and an interpreter if needed. That is when they watch the Parent Video describing their options, and they fill out the necessary documents (parent survey and program selection form). The orientations are scheduled according to the parents availability.

In the beginning of the school year, families are invited to attend Curriculum night for a chance to meet with their child’s teachers and to comprehend the content that their child will be learning throughout the school year. All staff members, guidance counselors, paraprofessionals, and administrators are present during Curriculum night. Bilingual paraprofessionals are present during this so that they can translate information to parents and relay messages back and forth between parents and the staff. Three times a year our school hosts Family Fun Night which is open to the families of ELLs and Special ed. students. This event is hosted by the assistant principal, Dennis Whitford, and parent coordinator, Kim Lucchesi. Families are encouraged to attend this free event as another opportunity for parents to meet with their child’s teacher and build stronger relationships between the school and the home. It is a good way to keep in touch with parents throughout the year, and enables newly enrolled students at any point of the year to be able to partake in such activities (since this night occurs over the course of the year). Family Fun Night always has a theme that relates to American culture and customs pertaining to that time of year. Bilingual paraprofessionals are usually in attendance and can be of assistance for translating if needed. It also gives students the ability to express themselves in a creative environment that may not be seen in the classroom.

New ELLs are also paired up with a friendly student in their class who speaks the same native language that can assist these newcomers no matter when they enroll in our school. Our ELLs have become comfortable with welcoming newcomers to their class, and are expected to be role models to our newcomers and assist them in transitioning well. The ENL teachers make it a point to stay in contact with newcomers’ team leaders to ensure a smooth transition.

18. What language electives are offered to ELLs?

Our school offers American Sign Language for a language elective.

19. 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)?

N/A

## 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.)

Professional Development is ongoing. ENL teachers meet with subject area, Special Education and common branch teachers and Paraprofessionals at the start of the academic year in order to disseminate bilingual classroom materials for the teachers of ELLs. Also distributed are two notices of all resources available to ELL students and ELL teachers; this notice is given to teachers as well as assistant principals and supervisors.

Every Monday, there are professional development meetings where teachers receive strategies and routines to implement into their instruction. These PDs are usually given by the Inquiry Team, PBIS Core Team, or the ENL Department. The theme of the PDs depend on the feedback and suggestions of the teachers. Teachers who attend workshops outside of the building are usually asked to turn-key the information they received to other staff members during this time. In addition, teachers are allotted time on Mondays to collaborate as a department (by grade), using Google Drive to share power point presentations and lesson plans. This is where the ELA teachers are given time to collaboratively plan with their ENL teachers. It gives teachers of each department time to discuss their plans and make sure they are all on the same page, and are covering the same curriculum topics.

Also, every Tuesday afternoon, after parent engagement, there is either a team meeting, grade meeting or department/inquiry meeting for all teachers. This gives all content area teachers and teams collaborate to discuss their needs and concerns. This time also gives the ENL teachers time to get feedback and give support to those teachers of ELLs that do not normally plan with the ENL teachers and do not get their push in services.

The rotation of these three meetings throughout the month gives the teachers of these grades an opportunity to share ideas, strategies and activities with one another. It also is a great time to discuss issues and concerns they are having about specific topics or students. This gives the ENL teachers time to participate and share their particular ideas and strategies, as well as to find out what topics are going to be covered in the upcoming weeks. This PD gives us time to plan and share information with teachers we don't get to see on a daily basis. ENL teachers attended a PD on CSR (Collaborative Strategic Reading), on November 2 and November 3, 2015 located at 273 Bowery St, NY (The Houston Street Center) from 9am-3pm.

One ENL teacher attended a "Instructional Implications of the NEW Service Delivery for English Language Learners" PD given by the Staten Island Borough Field Support Center on October 13, 2015 at the Petrides school.

On December 3, 2015, one ENL teacher, along with a lead Literacy teacher/ Reading Coach will attend an Academic Vocabulary Toolkit workshop: Part 2. This workshop will be at the NYU Kimmel Center in Manhattan, New York (60 Washington Square South).

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?

ENL teachers will be responsible for giving a PD to all teachers of ELLs, that will support all content areas with effective research-based strategies, such as CSR (Collaborative Strategic Reading) and AVT (Academic Vocabulary Toolkit) during the month of January. The ENL teachers attended a workshop in previous school years about CSR and AVT and will therefore be able to turn-key them to others effectively. AVT utilizes academic vocabulary and encourages students to speak using these academic words (it is common core aligned). All teachers have access to the AVT workbook within each department. CSR is a model that is based upon common core standards as it encourages students to work collaboratively to close read, use context clues, find the gists, makes inferences and extend their thinking by promoting discussion through quality questioning. All teachers of ELLs will also be given a NYSESLAT PD that will expose the content area teachers to the expectations of an ELL on the NYSESLAT. They will then be able to see how the NYSESLAT is based on all content areas. The content area teachers will be given strategies and tools to use that will help them incorporate language into their classroom, and focus on all four modalities (listening, speaking, reading and writing).

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Being that many ELLs have difficulties comprehending academic and content based vocabulary, the ENL teachers facilitated 4 "Academic Vocabulary Supports" professional development workshops. These workshops addressed the importance of teaching academic vocabulary in their classes in order to foster deeper comprehension. The ENL teachers supplied staff with numerous strategies for explicit vocabulary instruction along with tips for creating scaffolds and graphic organizers. ENL teachers emphasized the importance of using Frayer Models as means of teaching new vocabulary. These practices assist ELLs as they encounter difficult content

As means of making staff familiar with their ELL student's capabilities, we provide them with the ELL's NYSESLAT level and encourage them to analyze the breakdown of the Scantron results. These results are discussed in further detail when the ENL teachers give their first PD on different strategies for all the ELL levels, as well as ideas to give their classroom a more multicultural atmosphere.

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.

Our school meets the professional development requirements as per CR Part 154.2 through our weekly professional development workshops. These workshops are held on Monday afternoons and are usually facilitated by other staff members such as those on the PBIS team, Inquiry team, ENL teachers, etc.

When teachers attend professional development workshops they must sign in (as proof of attendance) and the payroll secretary, Susan Marsh, (who is in charge of documenting PD hours) receives a copy of this list to add to the PD binder. The teachers who attend these workshops are also encouraged to keep the information they received with them such as agendas and powerpoint presentations (as proof) and as a useful tool when planning their instruction.

### 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?

We involve parents in the Literacy (and ENL pull-out) curriculum by sending home bilingual letters to parents of ELLs informing them of the content and theme of a new unit the class is currently working on, as well as suggestions on how they can help their child in the areas of reading, writing, listening, and speaking. Parents are also given their child's ENL progress report, which was specifically created to address all four language modalities. This is a great time to discuss their child's progress and address any concerns. These progress reports will go out 4 times a year (with report cards) and discussed at all Parent-teacher conferences. Parents are notified that they can arrange a meeting with the ENL teacher at any time to discuss the progress report if it is not completely understood. These progress reports are in the process of getting translated. Any goals that students create in ENL class must be signed by the parent.

In addition to notices, the ENL teachers use the Translation and Interpretation Unit phone line, provided by the NYCDOE, to contact the parents of their ELL students to hold phone meetings/conferences as well if the parents work schedule is not accommodating. Phone calls are made to notify parents of their child's progress as well as any other concerns. Teachers are allotted time on Tuesday afternoons to contact (via phone, e-mail, or PupilPath) or meet with parents. During curriculum night parents are given their Pupil Path information and are encouraged to use it daily and as a preferred method of contact with teachers. It is also a great way for parents to be an active participant in their child's education, especially since HW assignments for many classes are posted on Pupil Path and their attendance and grades can be monitored daily, so parents do not have to wait until parent teacher conferences to find out how their child is doing. Pupil Path is able to be accessed in multiple languages. Bilingual paraprofessionals are in attendance for the PTCs to assist in translating.

Letters are sent home (in parent's preferred language) so they can pick from an option of dates and times (on Tuesday afternoons) to meet with the ENL teachers to discuss their child's progress and any concerns the teacher or parent may have. If a parent does not return the form, then the ENL teachers will reach out to the parent via phone and pupil path to set up a time for the annual meeting to take place. During these meetings parents are given their child's NYSESLAT scores, as well as their lexile scores so they can help their children pick out appropriate books and be aware of where their child is currently at, and what can be done at home to help them progress.

Kim Lucchesi, our Parent Coordinator is available to help our parents, especially those of ELLs with any questions pertaining to the health requirements needed to attend any New York City public school. She helps to distribute information with regard to health

insurance, as well as the availability of preventative health clinics in our area. Our Parent Coordinator can also help parents if translation services are needed such as for parent conferences or IEP meetings. This can be done through three way phone calls with a member of the translation unit, or by arranging for a translation unit member to visit the school.

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

2. 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.

Records must be kept for annual individual meetings with ELL parents through the use of an attendance sheet or a debriefing page with specifics about the meeting; such as the personnel present, the date, and time. If a phone call is made then a log must be created of date, time and duration as proof that the phone call did take place. Any letters or important documents must be signed, dated, and returned to the ENL teachers.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our school encourages the use of PupilPath by students and their parents/guardians. PupilPath fosters immediate communication between the teacher and parents being that parents can access the website through the Internet or even as an app on their smartphone. Parents can track their child's attendance, assignments and grades through this, as well as send messages to their child's teacher. We have noticed that parents of ELLs appreciate that PupilPath can be translated into their home language, which also make it more approachable for them.

Family Fun Night is a popular event that parents of ELLs like to attend because it is in an informal setting and they are welcome to bring their family to meet the staff. Literacy Night is also a great opportunity to promote family literacy since the invitation is extended to all parents. All attendees are encouraged to wear pajamas, and can all be an active participant in the activities of the evening.

Once a student "tests out" of ESL according to their NYSESLAT results, a small ceremony is held to celebrate their achievement and hard work. Students receive a certificate and parents are invited and encouraged to attend.

In addition, parents are invited to attend an introductory session about the "Enrich, Succeed, Learn" ENL after school program. During this, the format and purpose of the NYSESLAT is explained to parents, with assistance from bilingual staff members, if necessary. Examples of questions from the four modalities of the NYSESLAT will be presented to the parents so that they can thoroughly comprehend the requirements of the test.

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

Through funding from New York Fondling, our school works closely with the Mobile Response Team which gives parents connections to outside resources if needed for counseling or any other support. There are translators available through this foundation so that opens lines of communication with all families. The Mobile Response Team informs and encourages parents to use resources available to them within their community.

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

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

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

Our school hosts Parent Resource Workshops are held 6 times throughout the year. The workshops focus on informing parents about Math and Literacy. The Parent Resource Workshop switches subjects every other month. Translators are available to assist staff and parents throughout the workshops. Parents choose the workshop topics that they would be most interested in during the first Parent Teacher Conference of the year.

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

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

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

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

During the first Parent Teacher conference parents are given a School Survey to express their concerns for their child and themselves at the school. Parents are encouraged to contribute ideas on better ways to improve parent-school relations. In addition, parents are asked to choose the Parent Resource workshops that they would like to attend.

At the February Parent Teacher Conference, parents will be given a School Environment Survey from the parent Coordinator, where they can share their feelings of how our school communicates with them. For those parents that do not attend Parent Teacher Conferences, students are given these surveys the following day to take home to their parents.

The Inquiry Team has also decided a major focus of our school is parent communication and involvement. The Inquiry team is collaborating to create a parent survey that can be more specific to inquiring about what our parents need, and issues they feel they would like support in. These surveys will be tailored made for the parents of each grade. We are hoping the feedback from parents will guide us to create more parent-friendly workshops.

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

We are aware that the diverse cultural backgrounds we service in our community often are at a disadvantage due to a language barrier. The wide variety of translation services we are providing help our parents stay involved in the academic progress of their children. We acknowledge that immigration and other issues beyond the academic arena may also be a concern, which has led to our notifying parents of other events and services in the community, such as free adult ESL classes at the local library. The parents will inform the ENL teacher of their needs at the annual individual parent meeting, or at PTCs, so the parental activities can focus more around the needs of the parents.

### 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: <u>William A. Morris</u>		School DBN: 31R061	
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)
Susan Tronolone	Principal		11/20/15
Angela Palmeri	Assistant Principal, I.A.		11/20/15
Kim Lucchesi	Parent Coordinator		11/20/15
Amber Scordato	ENL/Bilingual Teacher		11/20/15
Marianne Wagner	Parent		11/20/15
Francesca Parasole/ENL	Teacher/Subject Area		11/20/15
	Teacher/Subject Area		11/20/15
Rosanne Kipp	Coach		11/20/15
Joseph Luisi	Coach		11/20/15
Don Gray	School Counselor		11/20/15
Anthony Lodico	Superintendent		11/20/15
Mildred Cordova/Nilda Kraft	Borough Field Support Center Staff Member		11/20/15
Monica Ekelund	Related Service Provider		11/20/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: 061  
Anthony Lodico

School Name: William A. Morris I.S. 61

Superintendent:

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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.

Home Language surveys were used to determine the types of languages spoken at I.S.61. We have determined that 89% of ELLs are Spanish speaking. The other 11% of ELLs create a population of other languages such as Arabic, French, Urdu, and Bengali. At the beginning of the year parents must fill out a form indicating the preferred language that they would like to receive in school.

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.

The preferred languages are English, Spanish, Arabic, and Bengali for both written and oral communication; however, prominent requests are English and Spanish.

### **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.)

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

Our school translates the Parent Handbook, which is to be given out in the beginning of the year. Notices for events such as Open House, Night, Curriculum Night, testing information, parent-teacher conferences, after-school programs such as our “Enrichment” program are translated into languages preferred by each student’s parent. In addition, our school uses PupilPath to communicate with parents, this informs parents of their child’s attendance, grades, homework, and allows parents to e-mail their child’s teacher. The website is capable of being translated into the parent’s preferred language which makes it simple for parents to navigate.

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.

Parents are encouraged to meet with their child’s teachers throughout the entire school year. We are allotted almost an hour in the afternoon to meet with and/or contact parents. This can be done in a group setting with the child’s other teachers in a meeting room or individually. If necessary, we can hire an interpreter, call the translation line or have a bilingual staff member present. Meetings can be arranged via PupilPath or by contacting the school/teacher. Automated phone calls can be set up to call parents at their homes and translate messages, if needed. Events such as Curriculum Night (once a year), Literacy Night (once a year), Open House (four times a year) and parent teacher conferences (twice a year in the afternoon and evening) foster lines of communication between teachers and parents.

### 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.

Staff members are informed when given the brochure that documents in need of translation need to be submitted with a cover sheet. Documents submitted must be parent-friendly. This information is given to them by the ENL teachers, when they distribute the “Access Kit/Brochure” at the PD given on a Monday in the beginning of the year. The written translations will be most often provided by translation/interpretation services; although, there are certain documents that we must get translated via an outside vendor.

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.

Interpretation services are provided for parents through outside services and in-house by school staff. We use the Translation and Interpretation phone unit to contact parents and also send automated phone calls to parents which informs them of events in their preferred language. Bilingual school staff members are available throughout the day to communicate with parents at school, and the over-the-phone translation service is used on a daily basis to keep in communication with parents via PupilPath. They are also present at school events to assist in communication, such as Parent Teacher Conferences, Family

necessary, bilingual paraprofessionals are present at IEP conferences to translate orally. Pupil path can be accessed so parents are encouraged to use it. Students are shown how to log on, and parents are shown how to access Pupil Path their log in information during Curriculum night. Parents who are not at Curriculum night will get their notices sent home in the language indicated on Pupil Path. Also,

#### **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.)

Each teacher is guided through the process by the ENL teachers and assistant principals, during our Monday Professional Development time, when each teacher receives the brochure (retrieved from the intranet website) which gives all staff the contact information. The brochure is also emailed to the staff. Teachers will be shown how to submit documents for translation at this time and to complete their contact information in the beginning of the year we encourage all staff to ask students to include what language they speak. There are also home preferred language contact sheets in each student's cumulative folder, so teachers are made aware of the student's preferred language.

#### **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

The welcome poster and Language ID guide are present at the front desk so they are seen when parents first enter the school. Parents can identify the language that they speak by pointing to the Language ID guide. If needed, a translator will be contacted. For parents who do not speak English, either a bilingual staff member or a phone call will be made to the over-the-phone translation services, provided by the parent coordinator provides translated versions of important documents for parents that speak languages other than English.

#### **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)

Parents will be contacted every marking period, through PupilPath with a series of questions.