



INTERMEDIATE SCHOOL 61

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 24Q061

ADDRESS: 98-50 50TH AVENUE, CORONA, NY 11368

TELEPHONE: 718-760-3233

FAX: 718-760-5220

TABLE OF CONTENTS

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE 3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE..... 4

SECTION III: SCHOOL PROFILE..... 6

Part A. Narrative Description 6

Part B. School Demographics and Accountability SnapshotError! Bookmark not defined.

SECTION IV: NEEDS ASSESSMENT 11

SECTION V: ANNUAL SCHOOL GOALS 16

SECTION VI: ACTION PLAN 19

REQUIRED APPENDICES TO THE CEP FOR 2009-2010..... 36

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error! Bookmark not defined.13

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)..... 39

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION 17

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS 18

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT 23

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)..... Error!
 Bookmark not defined.**24**

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS.....25Error! Bookmark not defined.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 Error!
 Bookmark not defined.**35**

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) Error!
 Bookmark not defined.**36**

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 61 SCHOOL NAME: Leonardo da Vinci

SCHOOL ADDRESS: 98-50 50th Avenue, Corona, NY 11368

SCHOOL TELEPHONE: 718-760-3233 FAX: 718-760-5220

SCHOOL CONTACT PERSON: Laura La Sala EMAIL ADDRESS: LLaSala2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Anthony Deluca

PRINCIPAL: Joseph J. Lisa

UFT CHAPTER LEADER: Joseph Natale

PARENTS' ASSOCIATION PRESIDENT: Mery Berrio

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 SSO NAME: ISC/LSO

SSO NETWORK LEADER: John O'Mahoney

SUPERINTENDENT: Madeline Taub-Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joseph J. Lisa	*Principal or Designee	
Joseph Natale	*UFT Chapter Chairperson or Designee	
Mery Berrio	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Irene Novellino	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robert Aiello	Member/UFT	
Joseph DiDomenico	Member/UFT	
Jean Bena-Kelly	Member/UFT	
Anthony Deluca	Member/CSA	
Marcelina Vega	Member/Parent	
Maria Quiroz	Member/Parent	
Francia Sempertegui	Member/Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Leonardo Da Vinci Intermediate School, I.S. 61Q, is located in Corona, Queens, NY. It is a middle school with a population of 2,086 children; consisting of sixth, seventh and eighth grade students. We are a diverse school community that is divided into five small learning communities called academies. Each academy is dedicated to promoting academic rigor in the Core Curriculum (English Language Arts, Mathematics, Social Studies, and Science). The five academies are: Cornell Academy, Harvard Academy, Princeton Academy, Stanford Academy, and Yale Academy. Each of these academies serves as a smaller school within our building to help create and foster a nurturing community environment for each of the students that it houses. We have done this by assigning each its own assistant principal, dean, guidance counselor, and staff of teachers. Each academy is geographically located to a specific area of the building and has its own lunch and assembly periods.

English Language Learners (ELLs) are dispersed among the academies to help integrate them into the larger school community. These ELLs participate in our Bilingual/ESL program, with roughly an equal number of students being serviced in both transitional bilingual education (TBE) and free-standing ESL programs. The academies also maintain an inclusive environment where equal opportunities for participation are provided for special needs students. In the school year 2007-2008, I.S. 61 established District 24's Gifted and Talented program for one incoming class of sixth grade students. Currently the Gifted and Talented Program consists of one 8th grade class, two 7th grade classes, and one 6th grade class.

In February 2006, we attained the status of an America's Choice National Model School due to our successful implementation of the program's school design throughout the content areas. Although we are an America's Choice model school, we have modified the program design to best fit our needs. In turn, we have developed an enhanced version of the America's Choice design that makes us unique from other schools. Schools from various parts of the country have visited us to observe our best practices. We have also attended several America's Choice National Conferences and presented our enhanced/modified design model, which includes the implementation of our instructional methodologies.

I.S. 61 recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school has to expand beyond traditional definitions of teaching and education. Thus, we are able to provide services and opportunities that address the academic, social and health needs of the community by establishing partnerships with several community-based organizations. These partnerships include:

- Queens Congregation United for Action (QCUA)
- New York City Department of Education office of Adult and Continuing Education
- Every Person Influences Children (EPIC)
- SCO Family of Services Development Center
- Coalition for Educational Justice (CEJ)
- Urban Advantage
- Parents As Arts Partners
- Cornell University Cooperative Extension Nutrition Workshops
- Lefrak Community Youth and Adults Activities Association Inc.
- New York Junior Tennis League & The Sports and Arts Foundation
- Manhattan New Music Project
- Computers for Youth (CFY)
- Legal-Aide Society
- City Harvest

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:							
District:	24	DBN #:	24Q061	School BEDS Code #:			

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungraded			

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	0	0		92.6	92.7	TBD
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability: - % of Enrollment			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		91.3	91.5	TBD
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:			
Grade 6	699	634	690	(As of October 31)	2005	2006-07	2007-08
Grade 7	684	737	703				
Grade 8	642	679	746				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		2	10	TBD
Grade 12	0	0	0				
Ungraded	2	4	6	Recent Immigrants: - Total Number			
Total	2027	2054	2145	(As of October 31)	2006-07	2007-08	2008-09
					258.0	227.0	208

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	50	61	79				
# in Collaborative Team Teaching (CTT) Classes	63	83	86	Principal Suspensions	116	189	TBD
Number all others	96	88	93	Superintendent Suspensions	41	66	TBD
<i>These students are included in the enrollment information above.</i>							

				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	322	317	317	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	374	421	412	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	53	30	47	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	123	143	154
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	17	31	30
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	6	3
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	99.2	100.0	100.0
American Indian or Alaska Native	0.1	0.1	0.0	Percent more than two years teaching in this school	66.7	63.6	64.9
Black or African American	8.0	6.7	6.2	Percent more than five years teaching anywhere	39.8	39.2	44.8
Hispanic or Latino	80.1	80.7	80.2	Percent Masters Degree or higher	80.0	77.0	79.0
Asian or Native Hawaiian/Other Pacific Isl.	10.0	10.8	11.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.0	99.1	97.7
White	1.8	1.7	2.4				
Multi-racial							
Male	51.6	52.8	53.7				
Female	48.4	47.2	46.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<input type="checkbox"/>	In Good Standing (IGS)
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)
<input checked="" type="checkbox"/>	NCLB Restructuring - Year ____
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	Restructuring Y 4	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	YSH	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	YSH	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	-			
Other Groups						
Students with Disabilities	X	√	√			
Limited English Proficient	YSH	√	√			
Economically Disadvantaged	YSH	√	√			
Student groups making AYP in each subject	7	8	7	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊞	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

A comprehensive review of our school's educational program was conducted through the gathering of current quantitative and qualitative data regarding student performance trends. According to our findings, regarding our instructional practices over the past few years, strategies for improving instruction and student performance in English Language Arts included the implementation of the America's Choice Design Model (balanced literacy) in all grades. This model provides systemic supplemental professional development because it is based on proven methods of early detection, intervention, and acceleration. This program includes systemic school wide initiatives such as: Author and Genre Study, Principal's Book of the Month, Twenty-Five Book Campaign, and Leveled Libraries (for read aloud, independent, guided, and shared reading). Initial assessments have been carefully analyzed to provide a profile of each student as a reader and writer. This professional diagnostic tool coupled with the NYC Performance Standards has been used to map out instructional strategies that are geared towards individual, small group, and whole class needs. Students with disabilities and English Language Learners participate daily in Readers and Writers Workshops, where prescribed strategies are modeled and help support the individual needs of each student. In addition, instructional materials at "just right" ability levels are utilized to scaffold student acquisition of literacy skills. This instructional model provides reading and writing strategies that support efforts to make gains state assessments tests, but most importantly the model emphasizes Accountable Talk, which helps students take ownership for developing a knowledge base while acquiring the habits of life-long learners. This course is designed to provide individualized instruction based on student need assessment in reading. The instructional needs of our on and above level students will be met in our Foundations of Literacy model (balanced literacy that includes literature circles, literary centers etc.)

Currently grade 6, 7, and 8 students are using Impact Mathematics as the primary vehicle for math instruction. These classes have been programmed into a 90-minute block each day. The standard based culminating activities reflect the collaborative effort of students. A full-time math coach will support the effective implementation of the program through focused, on-site math staff development.

The purpose and focus of science education at I.S. 61 is to offer all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry based approach that incorporates scientific thinking processes. In order to improve students' knowledge of science concepts and instruction, the implementation of a spiral curriculum has taken place in all grade levels. All science classes meet six periods weekly with one 90-minute block per week. Classroom teachers develop lessons using the whole-group-whole workshop model approach, which allows for collaborative and individual investigations and presentations. The science scope and sequence is aligned with NYS science curriculum, and supports the demands of the hands-on science evaluation held at the end of grade 8. Our school has several well-equipped science labs, as well as a state of the art weather center. Science teachers will continue to develop and

implement the America's Choice design method for science, and will be supported through continued professional development.

Intermediate School 61 has followed the NYS Core Curriculum for Social Studies. Students are encouraged to investigate, interpret, evaluate and present accurate information for claims and arguments in order to promote higher order thinking skills. To provide students with a higher level of understanding of concepts that have shaped world and United States history, teachers will focus students in authentic research projects. Every student, including special education students and English language learners, are involved in several individual and collaborative research projects throughout the year. Students receive six periods of social studies weekly with one of those periods being a 90-minute block.

I.S. 61 implements both Transitional Bilingual Education (TBE) and English as a Second Language (ESL) programs in accordance with CR Part 154 and Title III guidelines for general and special education English Language Learners (ELLs), in order to support the development of English proficiency and literacy in an academic context. Both programs run from September through June and certified Bilingual and ESL teachers deliver services to these students. All students at the beginner and intermediate levels of English proficiency receive the mandated eight periods (360 minutes) of ESL instruction a week, while students at the advanced level receive at least the required four periods (180 minutes). Data from the NYSESLAT and LAB-R will determine the implementation of the 180 or 360 minutes of ESL instruction. Instruction for ELLs has been aligned with the comprehensive core curriculum, and delivery of ESL services is through a combination of a push-in, co-teaching model, and self-contained ESL classes. During English Language Arts (ELA) or social studies co-teaching periods, ESL educators teach processing and literacy skills in order to help make content comprehensible to ELLs. During the self-contained ESL periods of instruction, ESL teachers provide focused standards-based instruction in the development of language and literacy within the reader's and writer's workshop models. This school year a new thematic, interdisciplinary curriculum is being implemented. It is aligned primarily to what students are learning in social studies and emphasizes building academic language, higher order thinking and writing skills. Each of the eight to nine units in each grade, which take a month or two to complete, revolve around an essential question and students are expected to write their responses to it by the end of the unit. These questions relate past to present, elicit connections between world to personal experiences, and are general enough that the focus would be on the student's use of language not specific content. In addition, ESL teachers are incorporating programs procured through the Students with Interrupted Formal Education (SIFE) / Long-term ELLs (LTEs) grant and other funding sources, into this ESL curriculum, specifically: ACHIEVE 3000, a web-based individualized reading and writing instructional program; ArtsConnection's Developing English Language Literacy Through the Arts (DELLTA), a theater program; Reading Instructional Goals for Older Readers (RIGOR), a structured program that takes a hands-on approach to phonics, reading, and writing; and MY ACCESS, a web-based writing program. ESL strategies and classroom structures include daily journal writing, vocabulary building activities, guided small group instruction, work stations, leveled libraries, Literature Circles, books on tape, conferencing, and the use of technology. Bilingual math teachers are integrating Riverdeep Destination Success (RDS), which is a web-based math tutorial program, into their math lessons. In order to ensure that ELL students meet the NYS Learning Standards, the Bilingual/ESL programs are departmentalized by grade and level of language ability to afford smaller learning environments. Additional support is provided through Title III morning, after school, and weekend programs.

Balanced Literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting. Student progress, through conferring and the DRA, is analyzed, charted, and individualized. Instruction is data-driven; literacy connects the concepts. Services also include ESL support and differentiated instruction during the work period through guided reading workstations, and the Writer's Workshop during the designated literacy period. Assessing and conferencing yield the progress made and the instruction required. In addition, a language objective is included in order to facilitate progress in English.

Students receive services as per IEP mandates. Services provided include; related / support services, Special Education Teacher Support Services (SETSS), Integrated Co Teaching (ICT) and self contained classes. (12:1 and 12:1:1). These services are provided through standards based instruction to all special need students in grades 6 - 8 at I.S. 61. General education and special education staff work together in a unified system that embraces all students and accommodates their diverse needs and talents. Common planning time provides the teachers' time to discuss the needs of their students and how they can be use differentiated instruction to meet these special student needs. ICT and general education teachers are provided with common preparation time to review student data and plan appropriate standard based lessons.

A comprehensive Pupil Personal Team consisting of Assistant Principals, Guidance counselors, Teachers, School Assessment team members, Special Ed. Liaison and IEP Teacher meet on a regular basis to discuss students who may be demonstrating academic, social or physical needs. This team develops a comprehensive plan of supportive strategies and academic intervention services for each student discussed.

The principle tenets of I.D.E.A. indicate that all students should be placed in the least restrictive environment for their instructional program. The academies will continue an inclusive environment where equal opportunities for participation will be provided for special needs students to transition to general education.

ELL students will be included in regular education ELA and math classes, thus receiving instruction using a balanced literacy and balanced math approach. Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the state standards in ELA, mathematics, science, and social studies. Academic Intervention Services are intended to meet the need of at-risk students in regular education, special education, and English Language Learners (ELL). The school has developed a comprehensive program for students before school, after school, during the day, and during the summer. All general education and English Language Learners performing at Levels 1 and 2 in literacy and math receive the following services: 90-minute block scheduling, America's Choice Ramp-Up Program, before and after school tutorials.

Our Academic Intervention Team monitors the at-risk students by meeting weekly to identify student individual areas of need, to determine appropriate interventions to address those areas of need, to evaluate student progress and the effectiveness of student services, and to make modifications to those services as needed. The AIS providers will use the following intervention strategies/programs: Implement Personal Intervention Plans and recommend appropriate intervention strategies (i.e. Wilson, Great Leaps, Rewards, Great Leaps Mathematics, Classroom Inc., Jamestown Reading Navigator, Read 180, Riverdeep Destination Math, Tabula Digita, Accelerated Math, Achieve 3000.)

In effort to assess our school's academic needs, an analysis was made from the information made available to us from New York State Education Department and New York City Department of Education accountability and assessment resources (i.e. Progress Reports, ARIS, NY Start, etc.). A review of the 2009 NYS English Language Arts exam results indicated that improvement has been made in regards to the reduction of students scoring at a level 1. Since the school year 2007, I.S. 61 has reduced the number of level 1 students by 11.1% and has had a 27.4% increase in the number of level 3 and 4 students. The data has also shown that from the school year 2007 to the school year 2009, a 15.4% decrease has occurred with students scoring at level 2 on the NYS English Language Arts exam. The current 8th grade has seen a steady increase of students performing at level 3, but a 2.8% decrease in level 4; this is consistent with current citywide trends in ELA. Our current 7th grade saw a 2.4% decrease at level 1, a 15.5% decrease at level 2, and a 17.8% gain in levels 3 and 4. This positive trend indicates that individual goal setting across content areas and inquiry work for the 2008-2009 school year had a positive impact on student performance.

During the 2008-2009 school year, I.S. 61's inquiry team chose to focus on 15 students, three in each academy, who had a decrease on their NYS ELA exam scores from a level 3 to a level 2. These students were the focus of a study to determine what can be done in the classroom to support our on and above level students and keep them achieving at high levels, while still working to improve our lower performing students' skills. In addition to overall performance in ELA, the Inquiry team also chose to focus on improving reading comprehension by addressing the learning target of determining between relevant and irrelevant information. This learning target was selected after analyzing the first ACUITY assessment (predictive) and determining that it was a relevant skill (weakness) for all of the targeted students. ELA and Academic Intervention Services (AIS) teachers were asked to focus on this skill with the inquiry students. Reinforcing the skill with the use of non-fiction text (graphic organizers, emphasis on the seven habits of a good reader, etc.) as well as incorporating the use of computer software programs such as Jamestown Reading Navigator, were some methods that were used to address the students' weakness in regards to this skill. Although 80% of the data inquiry students returned to a level 3 in ELA by June of 2008, the strategies used in the ELA classrooms did not succeed with most of our students in regards to the selected learning target. The strategies used were also ineffective for 20% of our inquiry students in regards to overall progress made, as evidenced by the results on the 2008 NYS ELA exam. Specific professional development sessions and study groups were conducted throughout the year to discuss the findings that were made by the Data Inquiry Team. These discussions included the Inquiry Team's analysis of the collected data, which had suggested that the instructional strategies being implemented within the ELA classrooms had not addressed the individual needs of the data inquiry students. The current instructional

approaches were successful with the lower functioning students (as evidenced by the reduction of level 1 students on the NYS ELA exam), but did not support the needs of students who are at a proficiency level 3 or level 4. These professional development sessions and study groups helped outline a school wide instructional goal for the 2008-2009 school year.

The work of the Data Inquiry Team has recommended for the implementation of tiered activities during the work period in all content areas. The work period assignments should incorporate different instructional strategies to support individual student needs. Instructional materials should be tailored to the specific needs of the students in the groups and the instructional strategies used should be unique to each ability group. Tiered activities are designed to help students focus on essential understandings and skills, but at different levels of abstractness, complexity, and open-endedness. By keeping the focus of the activity the same, but providing different routes of access at varying degrees of difficulty, you are essentially expanding the likelihood that each student comes away with key skills and understandings, and that each student is appropriately challenged. These varied learning activities keep students motivated and on task. This results in a high level of student interest as well as appeals to a wide variety of individual learning styles.

Additional findings were made after analyzing student performance within the subgroups of English Language Learners and students with disabilities. In the school year 2008-2009, the school's accountability and status report indicated that Adequate Yearly Progress (AYP) was not achieved in English Language Arts for students with disabilities, while ELLs, Hispanic students, and students that are economically disadvantaged achieved AYP due to safe harbor. Our target populations (including those that met safe harbor) have currently been identified as the following: 70.6% of our ELLs are economically disadvantaged; 87.6% of our ELL students are Hispanic; and 61% of our Hispanic ELL students are also economically disadvantaged. This data indicates that the three subgroups are directly linked and that implementation of specific instructional strategies should continue to focus on these three subgroups in order to attain AYP.

In relation to ELLs and students with disabilities, a review of the 2009 NYS English Language Arts exam results indicated that some improvement has been made. Since the school year 2007, I.S. 61 has reduced the number of level 1 ELL students by 23% and has had a 12.3% increase in the number of level 2 students. This data has also shown that from the school year 2007 to the school year 2009, there was a 0.7% increase in the number of ELL students scoring at levels 3 and levels 4. This three year trend has also been evident with those students that are disabled. There has been a 12.4% decrease in level 1 students and a 6.2% increase in level 2 students, since the 2007 school year. There has also been a 6.2% increase in level 3 and level 4 students. The 2008-2009 NYC Progress Report, however, indicates that although exemplary proficiency gains (23.8%) were made with ELLs on the 2009 NYS ELA exam, exemplary gains were not evident with students with disabilities. Gathered data also indicated that 20% of ELL students (two consecutive years taking the NYS ELA exam), however, had a decrease in proficiency rating.

The analysis of the above mentioned data as well as ongoing teacher observations and conferencing notes, indicate ELL student deficiencies across the grade in literacy. These results indicate that although ELL students come from diverse backgrounds, they have several common needs. In addition to the need to build their oral English skills, ELL students need to acquire reading and writing skills in English, as well as attempt to maintain a learning continuum in the content areas (e.g. social studies and science). After analyzing the results, it is important to understand that the discrepancy in achievement gap among ELLs and monolingual students may be due to the fact that some ELL students have other needs that make the task of learning much more difficult. Some ELL students come from countries where schooling is very different. Other ELL students may have large gaps in their schooling, while others may not have had any formal schooling and may lack important native language literacy skills that one would normally expect for students of their age (approximately 10% of our ELLs are SIFE). The important point to remember, however, is that every individual student presents a profile of aptitudes and abilities in subject areas and skills, and that this is true for students who are learning English as much as for native English speakers. However, the student who is learning English will have more trouble in expressing his or her level of understanding and capabilities in the second language, English.

The data also suggests that not only do ELLs confront the difficulties of learning a new language (often without English-speaking support at home), they must also cope with the academic challenges typically associated with poverty. Some of these challenges include: caring for a younger sibling while the parent is at work and is unable to afford child care; unable to afford instructional supplies or one-on-one tutoring; parent/guardian is not able to assist with their child's academic needs due to their own educational background.

Students with disabilities have also shown a history of low academic performance. They tend to have difficulty with cognitive and metacognitive processes. These students generally are those who lack awareness of the skills, strategies, and resources that are needed to perform a task and who fail to use self-regulatory mechanisms to complete tasks. Specifically, these students are described as having difficulty in identifying and selecting appropriate strategies, and organizing information. In mathematics, for example, because math symbols represent a way to express concepts, language skills become very important to math achievement. The use of language is requisite for calculations and word problems. In computing, language skills are needed to systematize the recall and use of many steps, rules, and math facts. The reading demands of word problems increase in each grade level. Irrelevant numerical and linguistic information in word problems is especially troublesome for many students with learning disabilities. Moreover, many students with learning disabilities have reading difficulties that interfere with their ability to solve word problems.

I.S. 61 will take a continuous data-driven approach to improving student performance, using item skill analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed City and State performance standards, students in grades 6-8 will be administered periodic assessments. Item skills analyses generated from periodic assessments will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Other assessments, both formal and informal, will also be used to drive instruction. These assessments will help teachers (within all of the content areas) make appropriate decisions as they utilize various instructional strategies and gathered data to plan lessons and activities that address individual student needs.

Parents and students are limited in their involvement regarding specific individual student goals and progress in each of the content areas. This is evident by low participation at Parent Teacher Association meetings and parent workshops. As a result, a very small number of parents/care givers have the necessary information about the academic and general school goals concerning their child. Therefore, parents remain limited in their ability to enter into a full partnership with the school in support of whole school goals and their child's individual academic goals.

The level of parent and community engagement at Leonardo da Vinci during the 2008-2009 academic year was greatly enhanced in large part due to the Computers for Youth grant as well as due to the various workshops that were available for parents to attend. The Computers for Youth grant provided every sixth grade student and their families with the opportunity to receive a computer and computer training. Through outreach conducted by our parent coordinator, parent association, and staff, we were able to fill the need for contemporary technology of many members of our learning community. We plan to use the success of the above mentioned grant as a springboard for improving our level of parent involvement. The continuation of a community coordinator for the school year 2009-2010 will assist in the continued implementation of proven methods of effective communication for our future endeavors. With the addition of a community coordinator, we will continue to implement other ideas to maintain parent involvement and cultivate the parents of our students as our partners in the education of their children. By increasing parent involvement and monthly attendance at parent-teacher association meetings (average attendance is 6% of the total student population), we will be able to provide services and opportunities that address the academic, social and health needs of the community. This will be established through the continued partnerships with several community-based organizations.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

ENGLISH LANGUAGE ARTS

Goal I

By June 2010, there will be a 3% increase of level 3 and level 4 students, through the use of assessment tools such as periodic assessments, pre and post genre study assessments (in both reading and writing), and by embedding the instructional practices of essential questioning, pairing fiction and non-fiction texts in all units of study, and tiering instruction, tasks, and questions, as measured by the New York State English Language Arts examination.

→ Data from informal and formal assessment will be used to implement appropriate instructional strategies in the ELA classroom, as means of addressing the school wide trend of the reduction of level 3 and level 4 students over the past three years.

Goal II

By June 2010, 3% of students not making acceptable gains, ELLs and Students with Disabilities, will demonstrate 1 ½ years of academic progress in ELA, through the use of assessment tools such as periodic assessments, intensive Tier 1 and Tier 2 AIS, and by embedding the instructional practices of essential questioning, pairing fiction and non-fiction texts in all units of study, and tiering instruction, tasks and questions, as measured by the New York State English Language Arts examination.

→ Data from informal and formal assessments will be used to implement appropriate instructional strategies in the ELA classroom, as means of addressing the concerns that ELL students and students with disabilities did not make acceptable gains on the NYS ELA exam.

Goal III

By June 2010, there will be a 3% increase of level 3 and level 4 students, through the use of data driven literacy strategies and tiered instruction within the social studies content, as measured by the New York State English Language Arts examination.

→ Data from informal and formal assessments will be used to implement appropriate instructional strategies in the social studies classroom. Content specific material will be used to address the school wide trend of the reduction of level 3 and level 4 students over the past three years.

Goal IV

By June 2010, 3% of students not making acceptable gains, ELLs and Students with Disabilities, will demonstrate 1 ½ years of academic progress in ELA through the use of data driven literacy strategies and tiered instruction within the social studies content, as measured by the New York State English Language Arts examination.

→ Data from informal and formal assessments will be used to implement appropriate instructional strategies in the social studies classroom, as means of addressing the concerns that ELL students and students with disabilities did not make acceptable gains on the NYS ELA exam.

SCIENCE

The inquiry-based nature of the scientific process draws on students' abilities to successfully participate in hands-on experiments, observe phenomena, discuss findings, and draw conclusions. Literacy has a critical role to play in science learning, even when the curriculum is inquiry-based and hands-on. Students read a variety of documents (i.e. textbooks, write-ups of experiments, articles, lab directions, case studies, scientific reports, and online documents) to construct the meaning of important scientific concepts. Science writing helps students process information and gives teachers a window into students' understanding of core concepts. Science classes, however, also make demands that directly intersect with areas where some students exhibit the most difficulty when reading and writing technical material. Literacy problems can hinder student progress and create barriers to understanding science content. Science teachers will meaningfully integrate literacy strategies into their content area teaching as means of connecting science instruction with reading and/or writing.

Goal V

By June 2010, there will be a 3% increase of level 3 and level 4 students, through the use of data driven literacy strategies, instructional software and tiered instruction within the science content, as measured by the New York State English Language Arts examination.

→ Data from informal and formal assessments will be used to implement appropriate instructional strategies in the science classroom. Content specific material and lab activities will be used to address the school wide trend of the reduction of level 3 and level 4 students over the past three years.

Goal VI

By June 2010, 3% of students not making acceptable gains, ELLs and Students with Disabilities, will demonstrate 1 ½ years of academic progress in ELA through the use of data driven literacy strategies, instructional software and tiered instruction within the science content, as measured by the New York State English Language Arts examination.

→ Data from informal and formal assessments will be used to implement appropriate instructional strategies in the science classroom, as means of addressing the concerns that ELL students and students with disabilities did not make acceptable gains on the NYS ELA exam.

PARENTAL INVOLVEMENT

The effects of parental involvement have shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Our priorities for improvement focus on the continuation of the high level of parent interest and involvement enjoyed during the implementation of the Computers for Youth grant in all areas of student engagement at I.S. 61. Beginning with increased interest and attendance at Parent-Teacher Association meetings, we need to cultivate parent interest in the daily performance of their children. By utilizing existing committees and personal including the School Leadership Team, parent coordinator, community coordinator and Parent-Teacher Association to disseminate information to the parents of our students, we will effectively communicate the provided services that will increase parental involvement.

Goal VII

By June 2010, there will be a 10% increase in parental involvement, by providing parent outreach through the dissemination of material describing offered services and programs that address the needs of parents, as assessed by increased monthly attendance at PTA meetings and workshops.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ENGLISH LANGUAGE ARTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 3% increase of level 3 and level 4 students, through the use of assessment tools such as periodic assessments, pre and post genre study assessments in reading and writing, and by embedding the instructional practice of tiering instruction, tasks, and questions, as measured by the New York State English Language Arts examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Instructional Practices / Professional Development: Ongoing from September 2009 to June 2010 ELA teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on classroom differentiation. The following methods will be utilized:</p> <ul style="list-style-type: none"> ▪ Balanced literacy workshop model ▪ Curriculum pacing ▪ Pre- / Post-Assessments ▪ Infused test preparation ▪ How to drive whole-class and small-group instruction using data obtained through Acuity and Performance Series assessments, Developmental Reading Assessment (DRA) results, and informal data collected in Teacher Assessment Notebooks (T.A.N.s), ▪ Students matched to independent reading level ▪ Tiering of tasks and questions (using Bloom’s Taxonomy) to appropriately match multiple levels of students to tasks in an independent classroom setting ▪ Classroom Differentiation <ul style="list-style-type: none"> ○ Tiered tasks focused on three levels of student ability (based on levels of Bloom’s Taxonomy) ○ Multiple Intelligences ○ Learning Styles ○ Interest ○ Needs assessment (Developmental Reading Assessment [DRA], Acuity, pre-/post-assessments, in class observations) ▪ Small Group Instruction

	<ul style="list-style-type: none"> ○ Guided Reading ○ Guided Writing ▪ Curriculum mapping focused around Essential & Guided Questions ▪ Backwards planning for inquiry based learning using an Essential Question to create thematic units of study that incorporate guided questions at higher levels of Bloom’s Taxonomy ▪ Leveled libraries ▪ Guided Writing <p>Technology: ELA classrooms have been equipped with laptop ovens containing five laptops each. High level 2, 3, & 4 students will be provided opportunities to work on individual areas of need, assigned through Acuity and Scantron Performance Series, by teachers of English Language Arts.</p> <p>Data Inquiry Team: Monitor inquiry students’ (students that have dropped in ELA from level 3 to level 2 and from level 4 to level 3) progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with ELA teachers to create appropriately aligned assignments that focus on addressing the needs of these students. The data that is gathered from the inquiry team’s findings will be disseminated to other teachers in the department. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.</p> <p>Academy Common Planning Periods: Teachers within the different content areas (ELA, Math, Science, and Social Studies), that teach the same students, will have opportunities to discuss student progress as well as plan, share, and develop specific instructional strategies that address the individual needs of students. Teachers will routinely monitor the effectiveness of the instructional strategies that are being used.</p> <p>Responsible Staff: Assistant Principals, literacy coach, literacy lead teachers, ELA teachers, Data Inquiry Team Members</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, Literacy Coach, AIS, ELA Teachers = Tax Levy Funding Data Inquiry Team = Data Inquiry Team Funding</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Initial indicator September/October 2009: Developmental Reading Assessment (DRA) & Acuity

Midterm: -Department -made assessments
-Teacher assessment notebooks (i.e. conference notes)
-Scantron Performance Series

End-term: NYS State ELA exam (0.5 gain in proficiency rating) & Acuity (12.5% Gain)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ENGLISH LANGUAGE ARTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 3% of students not making acceptable gains, ELLs and Students with Disabilities, will demonstrate 1 ½ years of academic progress in ELA, through the use of assessment tools such as periodic assessments, intensive Tier 1 and Tier 2 AIS, and by embedding the instructional practice of tiering instruction, tasks and questions, as measured by the New York State English Language Arts examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Instructional Practices / Professional Development: Ongoing from September 2009 to June 2010 ELA teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on classroom differentiation. The following methods will be utilized:</p> <ul style="list-style-type: none"> ▪ Balanced literacy workshop model ▪ Curriculum pacing ▪ Pre- / Post-Assessments ▪ Frontloading curricula ▪ Infused test preparation ▪ How to drive whole-class and small-group instruction using data obtained through Acuity and Scantron Performance Series assessments, Developmental Reading Assessment (DRA) results, and informal data collected in Teacher Assessment Notebooks (T.A.N.s), ▪ Students matched to independent reading level ▪ Tiering of tasks and questions (using Bloom’s Taxonomy) to appropriately match multiple levels of students to tasks in an independent classroom setting ▪ Leveled Libraries ▪ Classroom Differentiation <ul style="list-style-type: none"> ○ Tiered tasks focused on three levels of student ability (based on levels of Bloom’s Taxonomy) ○ Multiple Intelligences ○ Learning Styles ○ Interest ▪ Small Group Instruction

	<ul style="list-style-type: none"> ○ Guided Reading ○ Guided Writing <p>Academic Intervention Service: Tier 1 & 2 AIS for at-risk level 1 & 2 ELL and special education students will be provided. English Language Arts (ELA) classes are programmed for 8 periods a week for 90 minute blocks. Teachers utilize differentiated instruction and tiered questioning daily, which are based on ongoing assessment of our students’ needs. Tier 1 interventions are also provided during the 90 minute block by establishing different workstations. Students in the RAMP-UP ELA classes will also receive Tier 1 intervention.</p> <p>AIS teachers provide Tier 2 interventions using the following programs: Wilson Reading Systems, Rewards, Jamestown Reading Navigator, Read 180, Achieve 3000 and small-group, data-driven instruction. AIS periods are conducted in small groups, two to three times per week, but vary depending on the needs of the individual student.</p> <p>Additional early morning and after school programs are offered to meet the specific needs of our ELL and SIFE students through Title III.</p> <p>Data Inquiry Team: Monitor inquiry students’ (students that are in the lowest third, which generally encompasses ELLs and SWDs) progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with ELA teachers to create appropriately aligned assignments that focus on addressing the needs of these students. The data that is gathered from the inquiry team’s findings will be disseminated to other teachers in the ELA department. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.</p> <p>Technology: ELA classrooms have been equipped with laptop ovens containing five laptops each. Level 1 and 2 students will be provided opportunities to work on individual areas of need, assigned through Acuity and Scantron Performance Series, by teachers of English language arts. Computer software programs such as Achieve 3000 and Jamestown Reading Navigator will be utilized.</p> <p>Responsible Staff: Assistant Principals, literacy coach, literacy lead teachers, ELA teachers, AIS Teachers, Data Inquiry Team Members</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, Literacy Coach, AIS, ELA Teachers = Tax Levy Funding Data Inquiry Team = Data Inquiry Team Funding</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Initial indicator September/October 2009: Developmental Reading Assessment (DRA) & Acuity

- Midterm:**
- Department-made assessments
 - Teacher assessment notebooks (i.e. conference notes)
 - Scantron Performance Series
 - Jamestown Reading Navigator

End-term: NYS State ELA exam (0.5 gain in proficiency rating) & Acuity (12.5% Gain)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools

designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SOCIAL STUDIES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 3% increase of level 3 and level 4 students, through the use of data driven literacy strategies and tiered instruction within the social studies content, as measured by the New York State English Language Arts examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Instructional Practices / Professional Development: Ongoing from September 2009 to June 2010 Social Studies teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on literacy and classroom differentiation. The following methods will be utilized:</p> <ul style="list-style-type: none"> • Additional professional development and support will be provided for teachers to incorporate the <i>Teaching American History</i> grant into daily instruction. • All teachers will continue to maintain an assessment notebook in social studies and apply what was gathered to the development of lessons that incorporate targeted interventions. • All teachers will be able to generate tiered lessons that will appropriately challenge students as a result of content-specific common planning and professional development sessions. • Teachers will establish a daily routine that incorporates introducing vocabulary (inclusive of content-specific and tier 2 words) and applying literacy strategies to every day lessons. • How to drive whole-class and small-group instruction using data obtained through Acuity and Performance Series assessments, Developmental Reading Assessment (DRA) results, and informal data collected in their Assessment Notebooks. • Content specific coaches will be utilized to collaborate with teachers and assistant principals to help differentiate professional development sessions so that teacher needs are met. In addition to establishing a model classroom (i.e. ELA, Social Studies, Science), these content specific coaches will maintain teacher planning sessions that are based on formal and informal assessments (i.e. observations, common planning sessions, classroom walkthroughs, surveys, assessment notebooks) that occur throughout the school year and are used to assist in the implementation of appropriate instructional strategies (i.e. differentiation) within the classroom. Qualitative and quantitative data will be obtained to develop further planning sessions and appropriate usage of specific instructional practices. Common Planning sessions will also be focused on gathered data and evaluating curriculum to support the needs of students and teachers. <p>Data Inquiry Team: Monitor inquiry students’ (students that have dropped in ELA from level 3 to level</p>

	<p>2 and from level 4 to level 3) progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with ELA teachers to create appropriately aligned assignments that focus on addressing the needs of these students. The data that is gathered from the inquiry team’s findings will be disseminated to other teachers in the ELA department as well as the social studies department. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.</p> <p>Academy Inquiry Team Meetings: Teachers within the different content areas (ELA, Math, Science, and Social Studies), that teach the same students, will have opportunities to discuss student progress as well as plan, share, and develop specific instructional strategies that address the individual needs of students. Teachers will routinely monitor the effectiveness of the instructional strategies that are being used.</p> <p>Technology: SmartBoard Technology, 5-unit laptop safes, and elmo/projector bundles were purchased for all social studies classrooms. Inquiry students and other students targeted as a result of building assessments will be afforded an opportunity to use online tools, such as <i>Maps 101</i>, and other interventions during regular instructional time.</p> <p>Responsible Staff: Assistant Principals, literacy coach, literacy lead teachers, Social Studies teachers, Content Specific Coaches, Data Inquiry Team members</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, Literacy Coach, Social Studies Teachers = Tax Levy Funding Data Inquiry Team = Data Inquiry Team Funding Content Specific Coaches = C4E Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September/October 2009:</u> Developmental Reading Assessment (DRA) & Acuity</p> <p><u>Midterm:</u> -Teacher-made assessments - DBQ’s -Teacher assessment notebooks (i.e. conference notes) -Scantron Performance Series</p> <p><u>End-term:</u> NYS State ELA exam (0.5 gain in proficiency rating) & Acuity (12.5% Gain)</p>

teachers in QTEL, ExCELL, and Rigor strategies.

- Content specific coaches will be utilized to collaborate with teachers and assistant principals to help differentiate professional development sessions so that teacher needs are met. In addition to establishing a model classroom (i.e. ELA, Social Studies, Science), these content specific coaches will maintain teacher planning sessions that are based on formal and informal assessments (i.e. observations, common planning sessions, classroom walkthroughs, surveys, assessment notebooks) that occur throughout the school year and are used to assist in the implementation of appropriate instructional strategies (i.e. differentiation) within the classroom. Recent NYS exam results indicate that additional support in literacy is needed for our ELL students. Therefore, the implementation of a lead teacher, with emphasis on supporting ELL students, is in great need. This lead teacher will not only establish a model ELA classroom using QTEL and ExCELL strategies, but will also use scheduled time to plan with other teachers and analyze student work, which will help identify teacher and student needs within the content area. Qualitative and quantitative data will be obtained to develop further planning sessions and appropriate usage of specific instructional practices. Common Planning sessions in all content areas will also be focused on gathered data and evaluating curriculum to support the needs of students and teachers.

Academic Intervention Service: Tier 1 AIS for at-risk level 1 & 2 ELL and special education students will be provided within the social studies content. Social Studies classes are programmed for 6 periods a week with at least one 90 minute block. Tier 1 interventions are provided by differentiating instruction and using tiered questions, which are based on ongoing assessment of our students' needs. Classroom teachers also provided small group instruction to students in class as necessary.

Data Inquiry Team: Monitor inquiry students' (students that are in the lowest third, which generally encompasses ELLs and SWDs) progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with ELA teachers to create appropriately aligned assignments that focus on addressing the needs of these students. The data that is gathered from the inquiry team's findings will be disseminated to other teachers in the ELA department as well as the social studies department. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.

Technology: Transforming Teaching Through Technology (T4) grant

Responsible Staff: Assistant Principals, literacy coach, literacy lead teachers, Social Studies teachers, Content Specific Coaches, Data Inquiry Team members

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, Literacy Coach, Social Studies Teachers = Tax Levy Funding Data Inquiry Team = Data Inquiry Team Funding Content Specific Coaches = C4E Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September/October 2009:</u> Developmental Reading Assessment (DRA) & Acuity</p> <p><u>Midterm:</u> -Teacher-made assessments -Teacher assessment notebooks (i.e. conference notes) -Scantron Performance Series -Jamestown Reading Navigator</p> <p><u>End-term:</u> NYS State ELA exam (0.5 gain in proficiency rating) & Acuity (12.5% gain)</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SCIENCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 3% increase of level 3 and level 4 students, through the use of data driven literacy strategies, instructional software and tiered instruction within the science content, as measured by the New York State English Language Arts examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Instructional Practices / Professional Development: Ongoing from September 2009 to June 2010 Science teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on literacy and classroom differentiation. The following methods will be utilized:</p> <ul style="list-style-type: none"> • How to drive whole-class and small-group instruction using data obtained through Acuity and Performance Series assessments, Developmental Reading Assessment (DRA) results, and informal data collected in their Assessment Notebooks. • All teachers will continue to maintain an assessment notebook in science and apply what was gathered to the development of lessons that incorporate targeted interventions. • All teachers will be able to generate tiered lessons that will appropriately challenge students as a result of inquiry team meetings and professional development sessions. Portions of department meetings will provide time for teachers to work together to continue to develop tiered questions. One science teacher has been designated to coordinate the compilation of tiered questions for dissemination to other members of the department. Emphasis is placed on tiering for above level students with higher level thinking questions based on Bloom's Taxonomy. • Teachers will stress content specific Tier III vocabulary words and assist students in the understanding of non-fiction science text as well as use strategies such as the Clarifying Bookmark for developing fluency with text. • Instruction is focused on The Full Options Science System (FOSS) and Lab Aids Sepup in all science classrooms. • Content specific coaches will be utilized to develop curriculum to assist teachers and assistant principals to help differentiate instruction and to help meet teachers' needs. During academy inquiry team meetings teachers will have an opportunity to develop strategies to assist students in all major subject areas. Qualitative and quantitative data will be obtained to develop further

	<p>planning sessions and appropriate usage of specific instructional practices.</p> <p>Technology: Science teachers will use the McDougal Littell Assessment System (MLAS) for tracking student performance and identifying strengths and weaknesses. The McDougal Littell Test Generator software is also used to create higher level test questions correlated to state standards.</p> <p>Data Inquiry Team: Monitor inquiry students’ (students that have dropped in ELA from level 3 to level 2 and from level 4 to level 3) progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with ELA teachers to create appropriately aligned assignments that focus on addressing the needs of these students. The data that is gathered from the inquiry team’s findings will be disseminated to other teachers in the ELA department as well as the science department. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.</p> <p>Inquiry Team Meetings: Academy teachers within the different content areas (ELA, Math, Science, and Social Studies), that teach the same students, will have opportunities to discuss student progress as well as plan, share, and develop specific instructional strategies that address the individual needs of students. Teachers will routinely monitor the effectiveness of the instructional strategies that are being used.</p> <p>Responsible Staff: Assistant Principals, literacy coach, literacy lead teachers, Science teachers, Content Specific Coaches, Data Inquiry Team members</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, Literacy Coach, Science Teachers = Tax Levy Funding Data Inquiry Team = Data Inquiry Team Funding Content Specific Coaches = C4E Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September/October 2009:</u> Developmental Reading Assessment (DRA) & Acuity</p> <p><u>Midterm:</u> -Teacher-made assessments -Teacher assessment notebooks (i.e. conference notes) -Scantron Performance Series</p> <p><u>End-term:</u> NYS State ELA exam (0.5 gain in proficiency rating) & Acuity (12.5% gain)</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SCIENCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 3% of students not making acceptable gains, ELLs and Students with Disabilities, will demonstrate 1 ½ years of academic progress in ELA through the use of data driven literacy strategies, instructional software and tiered instruction within the science content, as measured by the New York State English Language Arts examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Instructional Practices / Professional Development: Ongoing from September 2009 to June 2010 Science teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on literacy and classroom differentiation that target the needs of ELLs and Students with Disabilities. The following methods will be utilized:</p> <ul style="list-style-type: none"> • How to drive whole-class and small-group instruction using data obtained through Acuity and Performance Series assessments, Developmental Reading Assessment (DRA) results, and informal data collected in their Assessment Notebooks. • All teachers will continue to maintain an assessment notebook in science and apply what was gathered to the development of lessons that incorporate targeted interventions • Instruction is focused on The Full Options Science System (FOSS) and Lab Aids Sepup in all science classrooms. • Continue to promote language development by providing additional training for content area teachers in QTEL, ExCELL, and Rigor strategies. • Use of QTEL strategies including the double jig saw, storyboards, foldables, and various graphic organizers. • Classroom instruction strategies that incorporate read alouds and paired reading • Teachers will focus on Tier II as well as content specific Tier III vocabulary words by assisting students in the understanding of non-fiction science text as well as use strategies such as the Clarifying Bookmark for developing fluency with text. • Content specific coaches will be utilized to develop curriculum to assist teachers and assistant principals to help differentiate instruction and to help meet teachers’ needs. During academy inquiry team meetings teachers will have an opportunity to develop strategies to assist students in all major subject areas. Recent NYS exam results indicate that additional support in literacy is needed for our ELL students. Qualitative and quantitative data will be obtained to develop

	<p>further planning sessions and appropriate usage of specific instructional practices. Inquiry team meetings will also focus on gathering data and developing strategies to support the needs of students and teachers.</p> <p>Academic Intervention Service: Tier 1 AIS for at-risk level 1 & 2 ELL and special education students will be provided within the science content. Science classes are programmed for 6 periods a week with at least one 90 minute block. Tier 1 interventions are provided by differentiating instruction and using tiered questions, which are based on ongoing assessment of our students’ needs. Classroom teachers also provided small group instruction to students in class as necessary.</p> <p>Technology: McDougal Littell Assessment System (MLAS) is used for tracking student performance and identifying weaknesses. The software also helps to create appropriate questions for struggling students which are correlated to state standards.</p> <p>Data Inquiry Team: Monitor inquiry students’ (students that are in the lowest third, which generally encompasses ELLs and SWDs) progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with ELA teachers to create appropriately aligned assignments that focus on addressing the needs of these students. The data that is gathered from the inquiry team’s findings will be disseminated to other teachers in the ELA department as well as the science department. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.</p> <p>Responsible Staff: Assistant Principals, literacy coach, literacy lead teachers, Science teachers, Content Specific Coaches, Data Inquiry Team members</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, Literacy Coach, Science Teachers = Tax Levy Funding Data Inquiry Team = Data Inquiry Team Funding Content Specific Coaches = C4E Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September/October 2009:</u> Developmental Reading Assessment (DRA) & Acuity</p> <p><u>Midterm:</u> -Teacher-made assessments -Teacher assessment notebooks (i.e. conference notes) -Scantron Performance Series -Jamestown Reading Navigator</p> <p><u>End-term:</u> NYS State ELA exam (0.5 gain in proficiency rating) & Acuity (12.5% gain)</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): PARENTAL INVOLVMENT

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 10% increase in parental involvement, by providing parent outreach through the dissemination of material describing offered services and programs that address the needs of parents, as assessed by increased monthly attendance at PTA meetings and workshops.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Ongoing from September 2009 to June 2010</p> <p>In an effort to increase parental involvement, the following action/strategies will be utilized to address all parents in grades 6, 7, and 8; this includes parents of general education, special education, ELLs and bilingual students:</p> <ul style="list-style-type: none"> ▪ The employment of a community coordinator will assist in parent outreach as well as establish relationships with various community organizations. ▪ Conduct informal and formal discussions with parents & community members. ▪ Parent Coordinator, Community Coordinator and PTA President will collect data based on parent surveys ▪ All needs assessment findings will be discussed during PTA meetings and School Leadership Team meetings ▪ Provide various workshops that address individual parent needs (i.e. ESL classes, nutrition classes, etc.) ▪ Provide child care services for parents so that they can attend workshops. <p>Responsible Staff: Principal, Assistant Principals, School Leadership Team members, Parent-Teacher Association members, Parent Coordinator, Community Coordinator</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, Parent Coordinator, Community Coordinator = Tax Levy Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2009:</u> PTA Meeting Attendance</p> <p><u>Midterm:</u> -PTA Meeting Attendance -Parent-Teacher Conference Meetings Attendance -Workshops Attendance -Percentage of Completed Parent Surveys</p> <p><u>End-term:</u> -PTA Meeting Attendance (20% gain)</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	145 (18 Tier 2)	67 (7 Tier 2)	145	145	3	0	0	4
7	201 (37 Tier 2)	150 (8 Tier 2)	201	201	0	0	0	1
8	311 (42 Tier 2)	211 (24 Tier 2)	311	311	5	0	0	6
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>English Language Arts (ELA) classes are programmed for 8 periods a week for 90 minute blocks. Teachers utilize differentiated instruction and tiered questioning daily, which are based on ongoing assessment of our students' needs. Tier 1 interventions are also provided during the 90 minute block by establishing different workstations. Students in the RAMP-UP ELA classes will also receive Tier 1 intervention.</p> <p>AIS teachers provide tier 2 interventions using the following programs: Wilson Reading Systems, Rewards, and Jamestown Reading Navigator. AIS periods are conducted in small groups, two to three times per week, but vary depending on the needs of the individual student.</p> <p>All students are given the opportunity to attend the Saturday Prep Academy. Programs such as Time for Kids Exploring Nonfiction and Exploring Writing are incorporated into the instructional framework. There is a 15:1 student to teacher ratio for these classes.</p> <p>Additional early morning and after school programs are offered to meet the specific needs of our ELL and SIFE students through Title III.</p>
Mathematics:	<p>Math classes are programmed for 8 periods a week for 90 minute blocks. Teachers utilize differentiated instruction and tiered questioning daily, which are based on ongoing assessment of our students' needs. Tier 1 interventions are also provided during the 90 minute block using Impact Mathematics Skills Intervention Kit.</p> <p>AIS teachers provide tier 2 interventions using the following programs: Riverdeep Destination Math and Renaissance Accelerated Math. AIS periods are conducted in small groups, two to three times per week, but vary depending on the needs of the individual student.</p> <p>All students are given the opportunity to attend the Saturday Prep Academy. Programs such as Math Elevations Comprehensive Intervention System are incorporated into the instructional framework. There is a 15:1 student to teacher ratio for these classes.</p> <p>Additional early morning and after school programs are offered to meet the specific needs of our ELL and SIFE students through Title III.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

2009-2010 Language Allocation Policy Narrative

Introduction

In the neighborhood home to Shea Stadium and one time host of the World's Fair, Leonardo da Vinci Intermediate School 61 (I.S. 61) is located in Corona, Queens, and is nestled behind LeFrak City, just north of the Long Island Expressway and east of Queens Boulevard. There are mostly multiple family homes in this ethnically diverse working class community. I.S. 61 currently houses around 2,100 students in grades six through eight and is divided into five academies, which are each headed by an assistant principal with a team comprised of a guidance counselor, a dean, and an Academic Intervention Service (AIS) teacher.

English Language Learners (ELLs) are dispersed among these five academies to help integrate them into the larger school community. During the 2009-2010 school year, 737 entitled ELLs are participating in the Bilingual/ESL program, with 273 students in transitional bilingual education (TBE) and 464 students in free-standing English as a Second Language (ESL) program. Thirty seven percent (37 %) of ELLs are in TBE and sixty three percent (63 %) are in ESL. I.S. 61 implements both these programs in accordance with CR Part 154 and Title III guidelines for general and special education ELLs in order to support the development of English proficiency and literacy in an academic context. Both programs run from September through June and 25 certified Bilingual and ESL teachers deliver services to these students.

I.S. 61's Language Allocation Policy (LAP) team consists of the following members:

Principal	Joseph J. Lisa
Assistant Principal	Rosemarie Focella
ELL Coordinator	Oleksandr Klyevanov
Parent & Community	Susana SantaCruz and Lidia Nuñez
Parent	Mery Berrio
Literacy and Math Coach	Susan Bayza and Laura Pamblanco
Bilingual / F.L. Teachers	Samuel Berrios-Matos, Li-Fen Chang, Yrvin Espinal, Sarilyn Martinez, Dilcia Rodriguez, and Rina Velarde
ESL / ELA Teachers	Wen Lu, Malko Mordukhayeva, Pablo Rodriguez, and Karla
AIS / IEP Teachers	Yolanda Diaz, Catherine Flanigan, Dorothy Myles (IEP), Jasmine Roberts, and Gloria Weinstein
Guidance Counselors	Jose Guzman, William Rohan, and Jose Torres

This committee meets periodically to review data on ELLs and determine how to use it effectively to inform instruction that will best meet the needs of the students. Under the No Child Left Behind Act, ELLs need to meet the same high standards as their native speaking counterparts. For this reason they must be

given access to coherent programs and rigorous instruction that are uniformly delivered throughout the city. The implementation of the LAP will support ELLs as they develop their cognitive and academic skills that will enable them to narrow the gap between them and native speakers. Establishing a plan for language development will guide programmatic and curricular decisions for students until they acquire academic language proficiency in English. Such programs will support varying levels of instructional work in English and in the native language and have equivalent literacy and content objectives as in classes for native speakers while incorporating ESL strategies and scaffolding techniques.

During their school day lessons, ELLs are provided with differentiated instruction, which includes grouping by ability and need in order to focus on developing specific targeted skills and maximizing gains. Leveled classroom libraries within the students' classrooms range from one level below to two levels above the student's identified reading level.

I.S. 61 ELL Program: 2009 - 2010

I.S. 61's ELLs are serviced in **22 monolingual** classes and **11 bilingual** classes (10 are Spanish bilingual and 1 is Chinese bilingual). The charts below further break down the two programs.

Student Demographics

Total Number of ELLs: 737 out of 2,097

Percent of Student Population: 35.15%

TRANSITIONAL BILINGUAL EDUCATION CLASSES

Type of Class	6 th	7 th	8 th	Total
Bilingual General Ed.	2	4	5	11
Bilingual Special Ed. – ICT				
Bilingual Special Ed. – 12:1				
Bilingual Special Ed. – 12:1:1		1 **	1***	2
Total	2	5	6	13*

* All TBE classes are Spanish Bilingual except one Chinese 7th and 8th grade bridge class listed under 8th grade.

** 6th / 7th bridge class.

*** 7th / 8th bridge class.

The LAP team members will use the following benchmarks to evaluate the effectiveness of the ELL programs.

- 95 % of ELLs should make gains of at least 15 % on DRA and Acuity Examinations **(I.S. 61 has opted not to participate in ELL Periodic Assessments).**
- 95 % should pass subject classes in ESL / ELA, NLA (if in Bilingual program), and Math, as reflected in their report card grades.

- 90 % should increase one proficiency level on the 2010 NYSESLAT.
- 95 % are expected to demonstrate gains of at least 15 % on the NY State ELA exam.
- 95 % are expected to demonstrate gains of at least 15 % on the NY State Math exam.

FREE-STANDING ESL CLASSES

Type of Class	6 th	7 th	8 th	Total
Departmentalized - with or without SETTS	3	3	4	10
Gen. Ed. Mixed Populations - ELLs, Non-entitled students & SETTS	3	2		5
Monolingual Special Ed. - ICT	2	1	1	4
Monolingual Special Ed. – 12:1	1			1
Monolingual Special Ed. – 12:1:1	1	1		2
Total	10	7	5	22

The 737 ELLs constitute 35.15% of the total number of students in the school, which is 2,097. About half the ELLs have been receiving ESL services for over three years.

ELLs (3 years or less)	ELLs (4-6 years)	Long-Term ELLs (more than 6 years)	SIFE	SP. ED. ELLs
388 (52.7%)	202 (27.4%)	147 (19.9%)	93 (12.6%)	106 (14.4%)

The percentage of English language proficiency levels is as follows: 38% beginner, 28% intermediate and 34% advanced.

In order to effectively plan for instruction, knowledge of students' linguistic backgrounds is essential. According to the Report of Home Languages and Addresses (RHLA), the major languages spoken by ELLs are Spanish, Chinese, Bengali, French, Russian, and Urdu. Eighty seven and seven tenths percent (87.7%) of the ELL population are from Spanish speaking families, with Chinese speaking families coming in at second with almost 7%. Due to the demographic makeup of I.S. 61, Spanish and Chinese Bilingual programs were created to cater to parental program selections. Only these two Bilingual programs have been established due to

the small number of limited English proficient pupils from other language groups, enrollment of less than 15 ELLs who speak the same language within the same grade (as per CR Part 154), and parental choice requesting ESL programs.

Parent Choice

Given the fact that ELLs have bilingual, free-standing ESL, and dual language program options, the goal is to ensure that the parents of the students are both informed and fully confident in the class placement decision-making process. I.S. 61 has structures in place to ensure that parents understand all three program choices. According to recent trends, a majority of parents have selected bilingual programs. Parents are informed about the programs offered to ELLs through parent orientation meetings, which are held daily during the week before school begins and on a one-on-one basis as needed during the school year.

When parents register their children before the school year begins, the following protocol is in place to help newly admitted ELLs to become acquainted with their new school and environment. If after an initial interview conducted by the ELL Coordinator or licensed pedagogue, a home language other than English (LOTE) is indicated on the Home Language Inventory Survey (HLIS) form, parents receive entitlement letters and are invited to attend an orientation through the use of translated invitation letters. As noted above, these sessions are offered daily during the week before school starts. At the orientation, the ELL Coordinator and Parent Coordinator provide parents with translated materials describing the different program options and show the DOE video in their languages. After viewing the video, translators assist the parents with answers to their questions. Once it is clear that parents understand all three program choices and have had all their queries addressed, they complete the Parent Survey and Program Selection form. Now they are able to make an “informed choice”. If a parent is not able to attend the orientation meeting for any reason, they are contacted by the ELL Coordinator and/or Parent Coordinator over the phone. The Parent Survey and Program Selection form is then sent home with the student. Eligible students are administered the LAB-R to determine level of English language proficiency and then are placed into the program selected by their parents. When parents choose a program not offered in the school, i.e. Dual Language, and there are not sufficient numbers of parents requesting that program to justify creating one, then they are offered the option of transferring their child to a school that offers that program. So far, IS61 has been able to accommodate all students whose parents chose the Bilingual Program. At the moment, there are not enough students of any low-incidence language to start a Bilingual class even in two consecutive grades.

Once the school year has commenced, and a parent registers a child, I.S. 61 conducts an on the spot, one - on - one parent orientation, which includes all the above-mentioned standard procedures. The ELL Coordinator / an available ESL teacher, a licensed pedagogue (usually a guidance counselor) and the pupil accounting secretary collaborate in this in-take process, which begins with an interview with the parent and child. Once it has been determined that the child’s home language is one other than English, the ELL Coordinator / ESL teacher immediately screens the child, which often includes administering the LAB-R examination to the student instantaneously, so that more information is available to make an informed decision on placement. This ensures that ELLs are placed in parent-chosen, educationally appropriate programs without delay.

Based on the review of the Parent Survey and Program Selection Forms for the past three school years, one can see a number of clear trends in program choices that parents have requested. Parents of Spanish-speaking students are more likely to request the TBE program: on average 88% of the families. A small number of Spanish-speaking families have requested the ESL program even if their children did not speak any English. Similar to Spanish-speaking parents, most Chinese-speaking parents have requested the TBE program for their children. Only a few Chinese-speaking families have requested the ESL program. Unlike Spanish-

speaking parents and Chinese-speaking parents, parents of students who speak low-incidence languages at home have demonstrated a strong trend to request the ESL program with only a few parents requesting the TBE program.

2009 – 2010 (as of 12/17/09)

Grade	Spanish		Chinese		Low Incidence Languages		Total
	TBE	ESL	TBE	ESL	TBE	ESL	
	30	0	2	4	2	4	42
6	30	0	2	4	2	4	42
7	19	3	8	0	1	5	36
8	21	1	6	0	0	0	28

2008 - 2009

Grade	Spanish		Chinese		Low Incidence Languages		Total
	TBE	ESL	TBE	ESL	TBE	ESL	
	31	7	2	2	0	10	53
6	31	7	2	2	0	10	53
7	34	4	18	0	1	8	65
8	28	7	6	0	0	10	51

2007 - 2008

Grade	Spanish		Chinese		Low Incidence Languages		Total
	TBE	ESL	TBE	ESL	TBE	ESL	
	45	10	1	3	0	2	61
6	45	10	1	3	0	2	61
7	37	6	8	0	1	5	57
8	46	10	6	0	0	3	65

Other opportunities for receiving information on ELL programs are during PTA meetings, "Welcome Back to School Night", scheduled adult ESL classes, parent-teacher conferences, other parent workshops offered throughout the year, and Project Jump Start. Through these processes, the alignment between parent choice and program offerings has been established and the Parent Coordinator, ESL/Bilingual Assistant Principal and ELL Coordinator continue to reach out to parents to ensure that communication is maintained. In the 2009 – 2010 school year, we will be welcoming students from two of our feeder elementary schools who have participated in the Dual Language Program, hence through staff development and parent meetings we are preparing our school community this year for next year's addition to our instructional plan for ELLs. ESL / Bilingual menu item teachers will meet two periods a month during assigned menu periods to plan for next year's implementation. We also will conduct additional one hour after school sessions for this purpose.

As part of our Jump Start program, each in-coming sixth grade student receives a survival packet which includes: essential information on school curricula, programs, policies, and procedures; future class and room assignment, along with a map of the building; and a summer reading list and math activities resource. Administrators visit the feeder schools to personally meet the students. Also, an evening and afternoon orientation is planned and hosted by the Parent Coordinator at our school for students and their families to become acquainted with IS 61 before officially joining our school community, during which administrators, teachers, and guidance counselors make themselves available to speak and answer questions.

Every spring, ELLs are evaluated on their eligibility for continued ESL/Bilingual services and their progress in all four modalities: speaking, listening, reading, and writing, when they are administered the New York State English as a Second Language Achievement Test (NYSESLAT). All ELLs take this examination in accordance to the city-wide testing calendar, which has it scheduled from mid-April until the end of May. The results of this test are used to place students according to the level of proficiency they achieved on the most recent test taken.

Assessment Analysis

Accountability and assessment are an integral part of the implementation of Bilingual/ESL programs, which begins with the administration of the LAB-R to new eligible entrants. The NYSESLAT and all state assessments are used to measure student progress in attaining English proficiency and academic achievement. The table below shows the percentage of increase in English proficiency levels from the NYSESLAT examinations taken in 2008 and 2009. These scores reflect language acquisition acquired during 5th, 6th, and 7th grades.

**NYSESLAT 2008 → 2009
Number and Percentage who Took the NYSESLAT in both 2008 and 2009 and
Who Stayed within the Same Level / Decreased**

	6 th	7 th	8 th	Total
# Who took exam in both '08 – '09	196	190	223	609
# Who Stayed within the same level or Decreased	107	128	157	392
% Who Stayed within the same level or Decreased	54.6%	67.4%	70.4%	64.4%

NYSESLAT 2008 → 2009

Number Who Took the NYSESLAT in both 2008 and 2009 and Increased

LEVELS	6th	7th	8th	Total
B → I, A, or P	12	15	30	57
# Who Scored B in 2008	21	40	87	148
I → A or P	32	18	12	62
# Who Scored I in 2008	55	45	61	161
A → P	45	29	24	98
# Who Scored A in 2008	120	105	75	300
Total Number Who Took the NYSESLAT in both 2008 and 2009 and Increased	89	62	66	217
Total Who Took the NYSESLAT in both 2008 and 2009	196	190	223	609

NYSESLAT 2008 → 2009 PERCENTAGE INCREASE

LEVELS	6th	7th	8th	Average %
B → I or A	6.1%	7.9%	13.5%	9.2%
I → A or P	16.3%	9.5%	5.4%	10.4%
A → P	23%	15.2%	10.8%	16.3%
% Who Improved	45.4%	32.6%	29.6%	35.7%

The sixth grade showed the most improvement, which is indicative of English language acquired in the fifth grade in the 2008 – 2009 school year. The eighth grade showed the greatest movement of beginners to either intermediate or advanced, but the least movement in the other two categories, particularly from intermediate to advanced or proficient.

Across the grades, the least percentage increase was from lower levels to advanced or proficient. This appears to be the point where fossilization of language acquisition for this population takes place. Long-term ELLs need more support to move ahead after becoming fossilized.

NYSESLAT 2007 → 2008 PERCENTAGE INCREASE

LEVELS	6th	7th	8th	Average %
B → I or A	8.1%	9.5%	4.6%	7.4%
I → A or P	13.9%	20.9%	6.3%	13.7%
A → P	21%	17.4%	4.6%	14.3%
% Who Improved	43%	47.8%	15.5%	35.4%

NYSESLAT 2006 → 2007 PERCENTAGE INCREASE

LEVELS	6th	7th	8th	Average %
B → I or A	11.6%	8.8%	7.4%	9.3%
I → A or P	13.7%	9.3%	12.9%	12%
A → P	6.9%	3.3%	6.1%	5.4%
% Who Improved	32.2%	21.4%	26.4%	26.7%

A comparison of the percentage increase from for the past three years shows a slight increase in the number of ELLs who have moved up at least one proficiency level: 26.7% in 2007, 35.4% in 2008, and 37.7% in 2009. It also shows an improvement in moving ELLs from advanced to proficient: 5.4% in 2007, 14.3% in 2008 and 16.3% in 2009.

Looking at the scores of the four modalities from 2007 through 2009, generally, reading and writing were found to be areas in need of improvement, with listening not far behind. In terms of implications for classroom instruction, it is imperative that there be more opportunities for learning and practicing comprehension strategies and grammar points within readings in the content areas, and developing writing skills through word study activities and daily tasks involving the application of new vocabulary into higher order thinking responses. Also needed is sustained dialogue in order to challenge students' abilities to communicate ideas, formulate questions, and use academic language for critical thinking. All ELLs need opportunities to communicate meaningfully in a variety of situations.

NYSESLAT 2008 → 2009 by Program

	6 th		7 th		8 th		Total	
	TBE	ESL	TBE	ESL	TBE	ESL	TBE	ESL
# Who took exam in both '08 – '09	8	188	30	160	80	143	118	491
# and % Who Stayed within the same level	4 – 50%	98 – 52.1%	20 – 66.6%	95 – 59.4%	63 – 78.8%	71 – 49.7%	87 – 73.7%	264 – 53.8%
# and % Who Decreased	0	5 – 2.7%	5 – 16.7%	8 – 5%	1 – 1%	22 – 15.4%	6 – 5.1%	35 – 7.1%
# and % Who Increased	4 – 50%	85 – 45.2%	5 – 16.7%	57 – 35.6%	16 – 20%	50 – 34.9%	25 – 21.2%	192 – 39.1%

According to this chart, there are almost twice as many ELLs in the ESL program who moved up at least one proficiency level than in TBE. Both programs have about the same number of ELLs who decreased their level of proficiency, and TBE has significantly more students who stayed within the same level. With this current population, ELLs in the ESL program generally made better progress in English than ELLs in TBE. There are different factors which might account for this discrepancy. There are forty nine (49) SIFE students in TBE identified thus far, which consists of 53 %, and forty four (44) SIFE students in the ESL program, which makes 47 %. There are proportionally more SIFE in TBE than ESL since 37 % of ELLs are in TBE and 63 % of ELLs are in ESL.

Continued emphasis is needed on reading comprehension and vocabulary development. Instruction needs to expand students' Zone of Proximal Development by setting the stage for meaningful peer interaction and teacher intervention, and exposing ELLs to comprehensible input at a level one step beyond their current level of competence.

In keeping with our goal of having students transfer what they learn in their ELA / NLA classes and apply these literacy skills into content area learning, three years ago the bilingual / ESL department has implemented the following programs through federal and state grant monies procured by Maria Santos, Senior Instructional Manager of the Department of Education's Office of English Language Learners: Dr. Margarita Calderon's RIGOR I, II, III in both English and Spanish, Destination / Riverdeep Math in both English and Spanish, ACHIEVE 3000 (which we have been receiving since the spring of 2007 without any expenditure on our part and are continuing it for this year under the SIFE grant awarded last year), WestEd's Quality Teaching for English Learners (Q-TEL), and EMC Paradigm Literacy.

Four years ago we emphasized vocabulary development with ESL and bilingual teachers, highlighting the work of Isabel Beck in *Bringing Words to Life*; for the past three years we have been focused on supporting social studies teachers to explicitly teach academic language based on Beck's and Dr. Calderon's research. Last year we have focused on the work of Lily Wong-Fillmore and Catherine Snow regarding academic language development of ELLs.

As part of the ESL / ELA / content area literacy initiative, ESL, ELA, social studies, science, and special education teachers have participated in Dr. Margarita

Calderon's ExC-ELL (Expediting Comprehension for English language learners) coaching and workshop series through our supporting organization's funding, which is further described below. Begun two years ago is America's Choice compendium units, which provides ELLs with the necessary frontloading scaffolding before they enter ELA genre units and more support throughout the unit. New pilot grant programs initiated last year were REV It Up, which employs a rigorous vocabulary in context learning system, ArtsConnection's DELTA program, which uses theatre as the backdrop for developing academic language, and the My Access web-based writing program, which provides students with immediate and targeted feedback. All these programs are aligned with our school-wide goal of infusing vocabulary acquisition and comprehension strategies into daily content area lessons.

Below are descriptions of most of these ELL programs (others will be described later in this narrative):

Reading Instructional Goals for Older Readers (RIGOR) – RIGOR is actually four programs: RIGOR English Levels 1 and 2, RIGOR English Level 3, RIGOR Spanish Levels 1 and 2, and RIGOR Spanish Level 3. **RIGOR English Levels 1 and 2** is one continuous course with two entry points, beginning with Level 1, which is pre-literacy. It focuses on giving non-readers in English the tools they need for decoding and literal comprehension. It offers a hands-on approach to phonics, reading, and writing. Level 2, which is for students whose reading level falls within grades 2-4, uses more complex narratives and expository texts to help students review decoding skills and learn more vocabulary, effective comprehension strategies, and metacognitive skills. It places a stronger emphasis on beginning writing elements for the content areas and techniques for consolidating knowledge. Last year Dr. Calderon and Associates released new materials aligned with Benchmark non-fiction chapter books. **RIGOR English Level 3**, which is for students whose reading level falls within grades 4-12, continues to build vocabulary, reading and writing skills through grade-level narrative and expository texts that teachers of math, science and social studies use in their regular classrooms. All RIGOR programs have been designed by expert researchers and have been customized to the particular needs of SIFE students. **RIGOR Spanish Levels 1 and 2** and **RIGOR Spanish Level 3** have the same structure and objectives as their English counterparts but is a vehicle for learning Spanish and learning content through Spanish. Through the Office of Special Education Initiatives, we piloted last year RIGOR I and II in English and Spanish for special education ELLs who were assessed to be in the range where this program would be effective.

The **ExC-ELL** lesson format includes these components: pre-teaching vocabulary; the teacher conducting a think-aloud to model comprehension skill, concepts, format, genre, objectives, and metacognition; students engaging in paired reading and summarizing after each paragraph; and students consolidating knowledge. Students demonstrate knowledge and language acquired by creating products through one of these activities: formulating questions, constructing cognitive maps, making presentations, and participating in jigsaws, roundtables, write-arounds, and tea parties, etc. The program emphasizes the following essential elements: time on task, all students engaged in active learning, students learning vocabulary before, during, and after reading, students reading and comprehending because tier 1, 2 and 3 words were taught, and students writing with the new vocabulary.

ACHIEVE 3000 is a web-based individualized reading and writing instructional program aligned with state standards and based on scientific research in order to improve vocabulary acquisition, writing ability and high-stakes test scores. Via e-mail students are provided with integrated formative assessments to determine and track their reading levels, and receive their assignments / activities based on their assessed reading level and interests. It has a powerful reporting package that provides real-time diagnostic data. The third year with this program, last year ten ESL / bilingual teachers incorporated it into their weekly instruction, and a couple of them extended student time with the program during Title III morning and afternoon sessions. One bilingual teacher featured ACHIEVE 3000 in an ESL class for parents of ELLs. As in the past, content area and special education teachers who work with ELLs, have access to ACHIEVE 3000 and its resources with individual accounts. This school year the ACHIEVE 3000 articles are being incorporated into the new ESL curriculum, but ten classes are implementing it in full form during their ESL / ELA periods a couple of times a week. Last year, and to be continued this year, I.S. 61 incorporated this powerful program into the ESL / computer workshops offered to parents.

As part of a new initiative begun last spring that will continue during this school year is the implementation of the web-based writing program **My Access**. Following is the NYC DoE’s grant description: “This program features an interactive writing environment that offers opportunities to write and prescriptive feedback that motivates students to edit, learn and write some more. Its automated scoring engine, IntelliMetric™, grades essays immediately with a holistic (overall) score and analytic scores on five specific domains of writing. All work is stored in an online portfolio so students can view their progress, improve their weaknesses, and bolster their strengths. Plus, comprehensive reports keep educators and administrators up-to-date on student progress and pinpoint areas in need of intervention, so students can achieve. Since MY Access! is a web-based program, students can work on their assignments anywhere and anytime they have access to an Internet enabled computer.” The NYC DoE is “especially interested in the program’s features for non-native speakers which help students master the English language by providing feedback in their native tongue, such as Spanish and Chinese.” This school year four classes are implementing it.

Last spring through federal grant money, we implemented **ArtsConnection's DELTA**, which stands for “Developing English Language Literacy Through the Arts”. Four ESL teachers and four ESL classes successfully have gone through the residency, and our partnership will extend into this school year. With ArtsConnection’s Teaching Artists in 12 week long residencies, they have worked in seven NYC elementary schools and two NYC middle schools in theater and in dance with all levels of ELLs for over three years. The ELL teachers' participation has been essential in their work. They have become co-researchers and have really helped the company to develop the research into the relationship between teaching and learning in Dance and Theater and English Language acquisition. It is a teacher and artist’s facilitated process to articulate the learning in theater arts and the way in which that learning supports English language acquisition. Research has supported the theory that working in the arts lowers the affective filter, particularly in middle school students. By becoming more open to new educational experiences and taking risks, students develop the skills they need to become life-long learners. This school year 4 classes and 4 teachers will participate in this program. There will be two 12 to 13 session residencies for students, in-school planning and reflection meetings, plus eight 2 - hour after school meetings throughout the year. The first residency will be in improvisational theater. During this time, the students will participate in the Video Description Process (VDP). At the end of the improvisation residency, the acting/playmaking teacher would come back and there would be a transition session to connect the work in improvisation to the second residency in acting/playmaking. The acting/playmaking residency would pull source material from the new ESL curriculum, thus creating living, breathing works of theater coming out of the students’ course of study. During that residency, the acting/playmaking artist and the teachers would do a Lesson Study.

Each year all eighth grade students, including ELLs, take the NYS Science examination. Comparing the results of the ELLs who took the exam in 2004 and 2005 with those who took it in 2006 (2007 and 2008 results are not available as of this writing), a significant decrease is noted as shown in the table below. Even though the test is offered in English or in one of three translated versions, depending on the student's preference, the language of assessment may differ from the language of instruction. Nevertheless, more attention is needed regarding the usage of academic language and scaffolding techniques, whether the classroom instruction is delivered in English or the native language. For this reason, some extended day (37 minute small group) sessions for ELLs in Spanish and Chinese bilingual as well as in ESL classes are devoted to hands-on interactive science lessons in order to provide eighth grade ELLs with support for their exit projects and help to promote their content knowledge and conceptual development.

8th Grade ELLs NYS Science Examination (2007 and 2008 Results are not available)

YEAR	Level 1	Level 2	Levels 3 & 4
2004	13.8 %	59.2 %	27 %

2005	23.4 %	56.3 %	20.3 %
2006	37 %	49 %	14 %

NYS 2009 Math Examination

LEVEL	6th grade # and %	7th grade # and %	8th grade # and %	# and % of ELLs who took Math in 2009
Level 1	10 – 5.6%	39 – 19.7%	41 – 16.6%	90 – 14.4%
Level 2	44 – 24.6%	67 – 33.8%	119 – 48.2%	230 – 36.9%
Level 3	109 – 60.9%	83 – 41.9%	83 – 33.6%	275 – 44%
Level 4	16 – 8.9%	9 – 4.5%	4 – 1.6%	29 – 4.7%
Total	179	198	247	624

NYS 2008 Math Examination

LEVEL	6th grade # and %	7th grade # and %	8th grade # and %	# of ELLs who took Math in 2008
Level 1	15 – 9.2%	29 – 18.7%	38 – 17.4%	82 – 15.3%
Level 2	37 – 22.8%	68 – 43.9%	119 – 54.6%	224 – 41.9%
Level 3	102 – 63%	52 – 33.6%	56 – 25.7%	210 – 39.2%
Level 4	08 – 5%	06 – 3.8%	05 – 2.3%	19 – 3.6%

Total	162	155	218	535
--------------	------------	------------	------------	------------

In comparing the 2009 Mathematics examination scores of ELLs with their 2008 scores, it is evident that ELLs have made progress. The percentage of students who scored in levels 1 or 2 has dropped, while the percentage of students who scored at levels 3 and 4 has increased. Yet in comparing the 2009 Mathematics examination scores of ELLs with those of English proficient students (not shown in this report), ELLs have a lower percentage in levels 3 and 4 than their English proficient counterparts. Some educators are under the wrong assumption that math is a universal language. Research has shown that geometric intuition is common to all human beings even though people with different educational backgrounds may lack the words to describe these concepts. However, the examination also assesses language ability whether in English or the native language.

As a result of both comparisons, we continue to implement **Destination Math Success Riverdeep**. Riverdeep is a technology based math program which allows students to build upon their Mathematics knowledge and skills at their own pace. From its informational packet’s description, “Teachers assist and monitor student progress through its built in sophisticated measuring system. Impact data and measurable goals are also obtainable through this technological approach to mathematics.” In addition to bilingual math and ESL teachers, general education Math and AIS teachers have implemented Riverdeep. ELLs are learning math and its academic language through Riverdeep in one or more of these four capacities: school day AIS classes, extended day sessions, Title III after school Riverdeep classes, or as part of math lessons during the mini-lesson as a tutorial or the work period as workstations.

Destination Math / Riverdeep was expanded last year through small group tutoring and by incorporating it into daily ELL classroom instruction with whole class viewing of tutorials and the inclusion of workstations during the work period. This and the use of math storybooks during self-contained ESL classes, will help ELLs develop math concepts and literacy. Thus, math will be used as a vehicle for academic language development. Many ELLs may have math aptitude as a strength so ESL teachers can start from there to help them gain fluency in math language and structures.

Both our Community Coordinator and Parent Coordinator have received professional development on Riverdeep so they are very familiar with all it has to offer. They are enthusiastic about presenting this powerful tool as part of the parent outreach programs for this school year. Because we have Riverdeep in both English and Spanish and Spanish is I.S. 61’s predominant home language, a significant number of parents have another resource at their disposal which could help them to better understand the math their children are learning so that they could assist them as needed. We have the range of courses beginning with Course II, which covers the fundamentals, and continuing through Destination Math’s most advanced offerings, Algebra I and II. Ideally, parents and students can learn math concepts together as they move up the levels.

This year we are continuing with the **Computers for Youth program (CFY)**, which provides refurbished computers to families of sixth grade students with the stipulation that they must pick up their computer after attending a Saturday afternoon session to learn how to work it. It is our fifth year with this grant, so this opportunity would have been made available to all three current grades in the school. During the required training session Riverdeep will be featured as one of the home – school connection components of this grant.

Renaissance Math was introduced two years ago. Its main component is called Accelerated Math. This program prints personalized assignments for each student at his/her level. Students complete these paper assignments and “bubble” their answers on scan cards. The program instantly scores the assignments, enters the scores into the grade book, and prints out a report. This provides students with immediate feedback, and affords the teacher the basis for one-on-one student sessions. This school year, Renaissance Math will be featured in Math Lab and during morning / after school programs.

2009 - 2010 English Language Proficiency Levels of ELLs

Level	6th grade # and %	7th grade # and %	8th grade # and %	Total # and %
Beginner	63 – 28.9%	92 – 39.5%	125 – 43.7%	280 – 38%
Intermediate	49 – 22.5%	50 – 21.5%	109 – 38.1%	208 – 28.2%
Advanced	106 – 48.6%	91 – 39%	52 – 18.2%	249 – 33.8%
Total	218	233	286	737

2008 - 2009 English Language Proficiency Levels of ELLs

Level	6th grade # and %	7th grade # and %	8th grade # and %	Total # and %
Beginner	63 – 28.1%	91 – 36.8%	126 – 41.2%	280 - 36%
Intermediate	44 – 19.6%	68 – 27.5%	113 – 36.9%	225 – 29%
Advanced	117 – 52.2%	88 – 35.7%	67 – 21.9%	272 – 35%
Total	224	247	306	777

NYS 2009 ELA Examination

LEVEL	6th grade # and %	7th grade # and %	8th grade # and %	# of ELLs who took ELA in 2009
Level 1	4 – 2.7%	6 – 3.8%	35 – 18.2%	45 – 9%
Level 2	89 – 60.6%	109 – 69.4%	151 – 78.2%	349 – 70.3%

Level 3 and 4	54 – 36.7%	42 – 26.8%	7 – 3.6%	103 – 20.7%
Total	147	157	193	497

NYS 2008 ELA Examination

LEVEL	6th grade # and %	7th grade # and %	8th grade # and %	# of ELLs who took ELA in 2008
Level 1	10 – 7.9%	22 – 16.8%	27 – 15.7%	59 – 13.7%
Level 2	79 – 62.2%	105 – 80.2%	135 – 78.5%	319 – 74.2%
Level 3 and 4	38 – 29.9%	4 – 3%	10 – 5.8%	52 – 12.1%
Total	127	131	172	430

Due to the mandate issued a couple of years ago connected with the No Child Left Behind legislation, which stated that ELLs who by January have been in attendance for over a year (rather than over three) must take the NYS ELA examination, many more ELLs were eligible to sit for the test.

The 2009 results reveal that more than two thirds of ELLs' in both seventh and eighth reached Level 2. All grades had a significant number of scores at/above Level 3, sixth grade being far ahead of eighth grade: 36.7% compared to 3.6%. Sixth grade had the least Level 1 scores. Looking at the levels of English language proficiency, however, sixth grade had about a quarter in each of the Beginner and Intermediate levels, while seventh and eighth had more beginners taking the ELA examination at thirty-nine and forty-three percent, respectively. The seventh and eighth grades had ten to thirty percent less ELLs reaching an advanced level, respectively, as the sixth grade had. There needs to be more differentiation in instruction with beginners to help those who are eligible to prepare for the ELA examination.

We implemented the ELL Assistant Principal's grammar initiative a couple of years ago and are continuing with its spin-off, her DELLO program, which we began last year. The grammar program had ESL teachers highlight a new part of speech / grammar point / language structure in each lesson. They incorporated daily a grammar point that they found best aligned itself to the anchor text used to teach their comprehension strategy or literacy objective. They were given *Hands-on English 2nd Edition* by Fran Santoro Hamilton as a teacher resource. To ensure that grammar is practiced in context, this program extended into content area instruction where ELLs were to capture examples of the featured grammatical structure as they encountered them in science, social studies, and math lessons, focusing on one content area a week. The ESL teacher recorded the examples that the students compiled on opened, legal size folders, which came off the wall when retired and was filed according to topic. This program aided content area teachers with the infusion of language objectives into their lessons. More attention on grammar in context will accelerate reading and writing skills in L2 (second language).

Developed last year to modify and expand the grammar initiative and continued this year, is the DELLO program. DELLO (**D**aily **E**nglish **L**anguage **L**earning **O**pportunities) is the name of the composition (marble) notebook, which our ELL students keep at all times and use as a “**journal**”. A journal, not a diary, is a means of communication between student and teacher. DELLO is **an on-going record of a student’s linguistic thinking**, where the teacher can monitor student progress, but more important, where the student can view his/her growth over time as a language learner.

During the school day students carry their DELLOs to each of their subject classes to capture examples of the language objective taught to them in their ESL classroom. Also, content area teachers are incorporating language objectives of their own into their lessons. This can be explaining simply how a particular subject-specific term differs from the word’s usage in everyday language, to deconstructing a dense sentence (known as a “juicy sentence”), which students encounter in text, questions / word problems, and on assessments.

Students use DELLO to:

- capture examples of the language objective taught to them in their ESL classroom;
- copy and practice the language objective in each content lesson;
- record newly learned vocabulary from each content lesson and do word study extension exercises for homework;
- record unfamiliar words, phrases, sentences, idioms that they encounter during their subject classes, as well as **track cognates**;
- create their own **concept maps / graphic organizers / symbolic representation** and label them with appropriate vocabulary.
- write their ESL HW;
- reflect on their progress in learning English and set further goals and objectives.

Teachers review / check DELLOs (make targeted comments) during the Opening, Mini-lesson or Work Period when they are co-teaching. For ESL teachers who only meet their classes alone, provisions are made for assisting them with DELLO checking. Begun last year, parents receive each marking period a translated DELLO letter, which will remind them to peruse their child’s DELLO, as well as contain their child’s goals and objectives co-written with the ESL teacher.

This school year supervisors will continue to support the ESL and content area teachers with co-teaching, curriculum mapping, and integrating research-based essential elements of instruction. This involves the following: supervising weekly Inquiry Team meetings (description in professional development section), arranging for ESL and ELA teachers to continue to collaborate in developing the ESL pacing calendar / curriculum for each level of English language proficiency in each grade, and purchasing and providing teacher and student resources and materials.

Part 154 Compliance & Implications for the School’s LAP and Instruction

I.S. 61 implements both Transitional Bilingual Education (TBE) and English as a Second Language (ESL) programs in accordance with CR Part 154 and Title III guidelines for general and special education English Language Learners (ELLs), in order to support the development of English proficiency and literacy in an academic context. Both programs run from September through June and certified Bilingual and ESL teachers deliver services to these students. All students at the

beginner and intermediate levels of English proficiency receive the mandated eight periods (360 minutes) of ESL instruction a week, while students at the advanced level receive at least the required four periods (180 minutes). Data from the NYSESLAT and LAB-R will determine the implementation of the 180 or 360 minutes of ESL instruction.

Instruction for ELLs has been aligned with the comprehensive core curriculum, and delivery of ESL services is through a **combination of a push-in, co-teaching model, and self-contained ESL classes**. This model has been followed for two years now. ELLs in free-standing ESL classes are provided with four or five periods of self-contained, content-infused, ESL instruction in addition to four or three periods of English Language Arts (ELA) / social studies / science push-in services. ESL teachers supported their content area co-teachers by helping to facilitate the infusion of vocabulary and comprehension skills, as well as incorporating ESL strategies. During content area co-teaching periods, ESL educators teach processing and literacy skills in order to help make content comprehensible to ELLs.

During the self-contained ESL periods of instruction, ESL teachers provide focused standards-based instruction in the development of language and literacy within the reader's and writer's workshop models. This school year a **new thematic, interdisciplinary ESL curriculum** is being further developed and implemented. It is aligned primarily to what students are learning in social studies and emphasizes building academic language, higher order thinking and writing skills. Each of the eight to nine units in each grade, which take a month or two to complete, revolve around an essential question and students are expected to write their responses to it by the end of the unit. These questions relate past to present, elicit connections between world to personal experiences, and are general enough that the focus would be on the student's use of language not specific content. In addition, ESL teachers are incorporating programs procured through the Students with Interrupted Formal Education (SIFE) / Long-term ELLs (LTEs) grant and other funding sources, into this ESL curriculum, specifically: ACHIEVE 3000, EMC, ArtsConnection's Developing English Language Literacy Through the Arts (DELLTA), RIGOR, and MY ACCESS.

Balanced Literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting. Student progress, through conferring and the DRA, is analyzed, charted, and individualized. Instruction is data-driven; literacy connects the concepts. Services also include ESL support and differentiated instruction during the work period through guided reading workstations, and the Writer's Workshop during the designated literacy period. Assessing and conferring will yield the progress made and the instruction required. In addition, a language objective must be included in each ESL / ELA, social studies, science, and math lesson in order to facilitate progress in English. ESL strategies and classroom structures include daily journal writing, vocabulary building activities, leveled libraries, Literature Circles, books on tape, and the use of technology. In order to ensure that ELL students meet the NYS Learning Standards, the Bilingual/ESL programs are departmentalized by grade and level of language ability to afford smaller learning environments. Additional support is provided through Title III morning, after school, and weekend programs.

ELLs in bilingual classes receive self-contained ESL instruction and ELA push-in services for classes with ELLs at an advanced level. The ELA teacher in conjunction with the ESL teacher provides focused standards-based instruction in the development of language and literacy within the reader's and writer's workshop models.

In order to ensure that ELL students meet the NYS Learning Standards, the Bilingual/ESL programs are departmentalized by grade and level of language ability to afford smaller learning environments or communities. Additional support is provided through Title III morning and afternoon programs.

The bilingual component of native language arts is delivered through the workshop model, which supports the continued development of literacy and the four language skills in the native language. The native and English languages are differentiated for instruction based on student levels of language fluency and academic proficiency. Students at the beginning stages of English proficiency will receive

Language is central to learning for all students, ELLs and native English speakers alike. Through experience in trying to express ideas, formulate

questions, and explain solutions, students' use of language supports their development of higher order thinking skills. Although ELL students come from diverse backgrounds, they have several common needs. Foremost, they need to build their oral English skills. They also need to acquire reading and writing skills in English, and they must attempt to maintain a learning continuum in the content areas (i.e., mathematics, social studies and science). After analyzing the results from the various assessments that were administered to students, it is important to understand that the discrepancy in the achievement gap among ELLs and non-entitled students may be due to cultural and economic factors. ELLs may have other needs that make their task of learning much more difficult. Some ELLs come from countries where schooling is very different. They may have large gaps in their formal education while others may not have had any formal schooling and would therefore lack important native language literacy skills that one would normally expect for students of their age. These are the SIFE students. What is important to keep in mind is that an individual student presents a profile of aptitudes and abilities in subject areas and skills, and that this is true for students who are learning English as much as for native English speakers. However, the student who is learning English will have more trouble in expressing his or her level of understanding and capabilities in English, the second language.

As per the *No Child Left Behind Act* (NCLB) ELLs are allowed the following testing accommodations: extended time, separate location, third reading of the ELA listening section, and use of word to word translation dictionaries / bilingual glossaries. As the name implies these resources provide just the word in both languages. They have no definitions.

In order to meet the last testing modification we provide each ELL with a pocket size word to word translation dictionary in their native language and photocopies of bilingual glossaries in each of the three content areas in the available languages. It is imperative that the students use these dictionaries and glossaries everyday so that this tool becomes part of their routine and they will be comfortable using it on the following NYS assessments: ELA, math, science, and social studies. During their classes students continue to use regular bilingual dictionaries in conjunction with these translation dictionaries, but can use only these dictionaries and glossaries for the state examinations.

English language use will be adapted to meet the students' level of proficiency. Incorporating strategies such as the following will help increase the levels of language fluency and academic proficiency: having students restate complex sentences as a sequence of simple sentences; explaining the use of idiomatic expressions; providing explicit explanations of key words and special or technical vocabulary; using demonstrations or role playing to illustrate a concept; allowing time for students to discuss what they learn and to generate questions in areas that require clarification; TPR; and providing explanations for the indirect use of language. Teachers need to have students talk-out explanations before writing them.

Within the Bilingual / ESL program, ELLs will need additional support to assist them in understanding the instruction provided in English. Instruction can be delivered through nonlinguistic examples that help to explain or clarify the content that is presented, which include some of these strategies: bringing in objects (realia), photographs, maps, etc.; using visual and graphic organizers; making illustrations; and pointing out key ideas. Assessing how well ELLs have learned specific content, however, should not be based exclusively on oral responses or spoken language. Other forms of assessment must include written work, demonstrations, or special projects.

The teachers providing **Academic Intervention Services (AIS)** services use data to inform instruction they deliver to the students, focusing on building literacy skills, mathematical conceptual understanding, or both. In addition to standardized test scores and item skill analysis, periodic assessments such as ACUITY and DRA examinations, as well as report card grades, are examined to determine progress, areas of strength, and areas in need of improvement. AIS is provided during the school day by one of our AIS teachers or one of the menu item teachers anywhere from 2 to 5 periods a week as pull-out small group sessions or push-in situation, during periods above and beyond what is mandated for a subject. A couple of special education classes have “Reading Skills” scheduled twice a week as part of their regular program. Featured during AIS or Reading Skills class is the computer reading program, Jamestown Navigator.

Guidance is used as an intervention tool and serves as a bridge between the home / school connection. We have a sixth guidance counselor who is not attached to one of our five academies and assists with admissions and mediations. He also works with holdover students to generate a profile that includes emotional factors that can have an impact on learning. If deemed necessary, SIFE and LTE students receive language appropriate testing in order to screen for learning disabilities. Our licensed bilingual school psychologist and licensed social worker provide SIFE and LTE students and their families with support services on a case by case basis.

In order to best serve the ELLs, **Title III** money gets set aside for programs that are developmental in nature. The rationale is that with these offerings comes the opportunity to grow academically, particularly with respect to mathematical conceptual and English language acquisition development in all four modalities: speaking, listening, reading, and writing. ELLs also grow socially, in terms of developing personal and meaningful relationships among the faculty and student population so as to built trust and loyalty within our school community. Weekday programs are offered to better meet these needs of our ELLs. They not only prepare students for state examinations, but strive to cultivate a well-rounded human being through the arts. A couple of major events held in the early spring are the Multi-lingual Poetry Contest and International Night, our spring festival celebrating music, art, food, and dance of diverse cultures.

Title III programs are held before and after school hours and are coordinated and supervised by an administrator. Title III weekday morning / afternoon, and extended day programs are structured to target these five groups: SIFE ELLs, Newcomers, special education ELLs, Long-term ELLs, and former ELLs. These programs keep Maslow's Hierarchy of needs in the fore. The programs expose students to different curricula than what they learn during their regular classroom instruction. The only overlap would be the math programs and ACHIEVE 3000 but these will be run by the same teachers so they know where students left off and what their needs are.

All these programs have had a tremendous impact on the teaching and learning of ELLs. Title III morning sessions run from 7:00 am to 8:00 am, and 7:30 am to 8:00 am with students staying on for the extended day session, which ends at 8:37 am. Afternoon sessions begin at 3:15 pm and end at 4:15 pm. Most classes are offered Monday through Thursdays with some on Friday, and meet one to five times a week. The hope is that with the help of such programs, our ELLs will embrace their academic environment, and build strong relationships, as well as vital literacy, math, and critical thinking skills.

In addition to Title III programs, ELLs are offered the opportunity to participate in extended day activities, the after school program consisting of clubs and academic classes, and the Title I Saturday program. This Saturday Academy has classes for ELL students that focus on preparing them for the ELA and math examinations.

Extended Day is a morning tutorial program held Mondays through Thursdays from 8:00 am to 8:37 am. Students report to their homeroom classroom for additional instruction focusing on literacy and mathematics. Teachers are assigned to work with no more than 10 students each, and depending on their area of knowledge, can assist students with homework help and test preparation for standardized tests not only in ELA and math, but in science, social studies, English as a Second Language, Native Language, and Foreign Language.

New York Junior Tennis League (NYJTL) is an outside agency that offers students a three hour program on Mondays through Thursdays immediately following the end of the school day. Students have the opportunity to participate in tennis, soccer, basketball, dance, arts and crafts, robotics, homework help, trips, special events, etc. In September and most of October, it was the only program available outside of school hours.

Supplemental Educational Services (SES) is another outside agency consisting of different vendors that operates in our school building after hours, offering our students academic programs. ELLs along with their English proficient classmates qualify to participate in these programs based on their lunch status. One SES option is at home tutoring. Another SES vendor offers ELLs the *Tops* leveled Literacy program, which incorporates the four modalities in each lesson and helps prepare students for the NYSELSAT and ELA assessments. This program is being held Monday through Thursday from 3:15 pm - 4:15 pm. SES runs through the spring. The purpose of these services is to develop student interest while providing an academic focus.

Plan for SIFE Students

The 2009 SIFE grant application was submitted in September and we await the announcement of the award. In order to address the needs of SIFE and Long Term ELLs, it proposes an after school Midweek Academy for students and parents, which includes group counseling sessions to build life and career skills for students, and academic classes for students and parents. Another component of the grant provides professional development for teachers.

Screening for LEP/ELL SIFE takes place at the point of entry to NYC DOE schools. After the Home Language Identification Survey (HLIS) and Language Assessment Battery-Revised (LAB-R) have been administered and not passed, and an interview with the Oral Interview Questionnaire has pinpointed an interruption of more than two years, the Academic Language and Literacy Diagnostic (ALLD) will be administered to SIFE with a home language of Spanish.

The ALLD will evaluate potential SIFE ELLs' level of native language literacy. This school year, two bilingual teachers will continue to implement this definitive tool. This assessment will assist us in further determining and then addressing their needs appropriately.

From the RNMR report generated through ATS, we initially have identified **93 SIFE** students. In addition to teacher observation and analysis of student class work, ELLs will continue to be identified as SIFE based on the reports, including the 2009 BESIS report, and an analysis of the following assessments for Spanish and Chinese speakers, which reveal a student's level of performance in the native language: ELE exam / Chinese Reading Examination, Spanish LAB, Native Language Interim Assessments (which teachers administer, score and review three times a year), Spanish DRA, and RIGOR I and II Spanish pre - and post - tests. Data from these various sources flags students as potential SIFE ELLs. Teachers then interview these students to determine whether they qualify as SIFE. Teachers can also canvas parents in order to learn more about students' cultural and familial backgrounds. Moreover, feedback from these assessments drives instruction during literacy in Native Language Arts.

At the beginning of the school year the SIFE team uses a number of different measures to identify SIFE:

- Writing samples in English and their native language;
- Teacher nominations;
- Academic record, grades and tests scores;

- Informal assessment of literacy skills;
- Interview/inquiry into student's academic background

I.S. 61 was very fortunate to participate in the Structured SIFE Solutions programs of the past four years. Some are now being incorporated into the school day curriculum during those periods that are considered “over-servicing”. Due to the many different after school programs offered to students through Title I, and outside agencies that operate in our school building after hours such as SES and NYJTL, and the different responsibilities that preclude our students from attending the extended day session, we can not ensure that all SIFE / LTEs can participate in these targeted SIFE / LTEs solution programs. For this reason, these programs need to support and be integrated into the quality, sound instructional program that students encounter on a daily basis. Even students who are not SIFE / LTEs benefit from these programs as they allow for differentiation of instruction. By implementing them, we are being proactive, and taking steps to decrease the number of students who may become LTEs. Through SIFE funding these past years, we have procured RIGOR, ACHIEVE 3000, Riverdeep Math, and EMC Paradigm.

Academic Intervention Services (AIS) provide SIFE and Long-term ELLs (LTEs) with additional support to increase literacy and mathematics skills. These small group services are implemented during the school day.

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

We credit the success of the SIFE grant programs, particularly ACHIEVE 3000 and RIGOR, to the comprehensive **professional development** offered by the vendors. It is a combination of workshop sessions and in class coaching. The professional development facilitators model the techniques with the students as the teachers look on. Questions are addressed on the spot. During the workshops, instructional strategies are discussed and program features are demonstrated. Teachers who are more experienced conduct our in house professional development workshops. We have found that teachers appreciate the opportunity to learn from each other and this balances their professional learning opportunities with both inside and outside “experts”. Next school year, we will apply again for the SIFE grant that will enable us to further meet the needs of SIFE ELLs.

Plan for Newcomers

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

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

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

In the classrooms, teachers can partner these students with a buddy who speaks the same language in order to provide assistance as needed. Four years ago, an interactive math games and activities kit, big books, and a writing kit was specifically purchased for beginner ELLs for use during the thirty-seven and a half minute Extended Day tutorial. In the past couple of years, RIGOR and Riverdeep Math have been implemented during this time.

In addition to participation in extended day sessions and Title III programs, newly enrolled ELLs were programmed last year to attend five to seven classes a week for newcomers. Generally, newcomers were separated from their classmates (who have been here longer) during ESL class, and were taught a newcomers' curriculum (featuring Heinle's Milestones audio and text series). This provided both newcomers and their classmates with targeted instruction and more attention from their teachers. By effectively meeting the needs of our wide range of beginners, we are doing what we can to **prevent ELLs** from becoming long-term ELLs in the future. Due to budget constraints, we were not able to implement this program this year, but will incorporate the newcomers' curriculum as needed during tiered work period time.

Plan for Long-Term ELLs

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

Through the RMNR report, we identified **147** Long-term ELLs (LTEs). In an effort to move our LTEs in accomplishing the goal of English language proficiency, their teachers provide them with the academic language necessary to succeed. Data driven differentiation, including small group remediation used within the work period of a lesson, is paramount. Instruction is geared toward helping our long-term ELLs build literacy skills and strategies, such as: inferring, finding the main idea, and identifying cause and effect, so that they eventually internalize the habits of proficient readers and writers, which will equip them for their journey as life-long learners. The use of books on tape, reinforcing the read aloud in the listening center, will increase comprehension and fluency. Lessons are based on the Learning Standards for English as a Second Language.

The **EMC Literacy** is a comprehensive program that offers research-based methods for vocabulary development, reading comprehension, as well as the writing process. The curriculum revolves around a basal reader, which incorporates scaffolding techniques and comprehension strategies including graphic organizers, and is accompanied by trade books, teacher and student reference materials, and audiotapes. It was introduced three years ago as a LTE solution through the SIFE grant. Last year it was offered to LTEs in one after school class as part of the Title III program. Because it promoted high student and teacher interest, it since has been integrated into the curriculum.

Four years ago a cohort of ESL teachers were provided support by America's Choice through in class coaching, workshops, and scheduled inter-visitations with schools further along with the model as it pertains to ESL instruction. Three years ago an interdisciplinary team from IS 61, which included science, literacy, math, social studies, and ESL educators (including the principal, the ELL and science assistant principals) presented a workshop at the America's Choice national convention in Atlanta. Their presentation focused on incorporating ESL and comprehension strategies in an ESL science lesson. It featured a beginner ESL class, consisting of newly arrived immigrants. During this convention, we had the opportunity to share best practices with other America's Choice Demonstration

Schools, which included neighboring NYC schools, to a few all the way down the eastern seaboard in Florida, and to learning institutions half a world away in Hawaii.

In September 2007, we began a recertification process with America's Choice. We piloted America's Choice **ELL Genre Compendium Study**, which is geared toward ELLs of High Intermediate to Advanced levels of language proficiency, with ELLs in the bilingual program, which included many of our long-term ELLs. It was designed to build ELLs' practical knowledge and experience and provide frontload scaffolding, lesson modifications, and reviews for genre study lessons two grade levels below those intended for general education English proficient / native speakers. Due to its success, we are incorporating it into our ELA curriculum for classes with LTEs.

Plan for Transitional Support

Newly proficient students will be offered the opportunity to participate in the Title III Program for ELLs. They will also be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment. This is crucial in a school where roughly ninety percent of non-entitled students are former ELLs.

Once students have achieved English language proficiency as determined by the NYSESLAT examination, they are offered the opportunity to continue for one year as an opt-in student in ESL as long as there is space in the program.

As in the past couple of years, this year I arranged for a couple of ESL teachers who have small group tutoring menu item assignments to include former ELLs. Teachers meet their cohort no more than two periods a week.

A new mandate from the NY State Education Department permits former ELLs who achieved a level of proficiency within the last two years to receive the same testing modifications as ELLs. This affects **231** students this year.

Many newly proficient students sit side by side their ELL classmates in classes with about half of each: general education (GE) and ELL students. These GE / ELL classes receive eight periods of ESL services, which often include four to five self-contained classes and four to three push-in periods. This arrangement is beneficial for both the ELLs who are being mainstreamed and the newly proficient GE students who have this additional support to supplement and reinforce language learning.

ELL Parent Involvement

In addition to all the opportunities opened to all parents of IS 61 students, ELL parents are offered separate programs aligned with what their children are learning. The ACHIEVE 3000 package, which we have procured through last year's Students with Interrupted Formal Education / Long-term ELL (SIFE / LTE) grant comes with 250 parent licenses. This year we are continuing with the **Computers for Youth** program (CFY), which provides refurbished computers to families of sixth grade students with the stipulation that they must collect their computer after attending a Saturday afternoon session to learn how to work it. It is our fifth year with this grant. During the required training session Riverdeep Destination Success (RDS) is featured as one of the home – school connection components of this grant. IS 61 will incorporate both of these powerful programs, ACHIEVE 3000 and RDS, into the ESL workshops offered to parents of ELLs during the **Midweek Academy**.

The Midweek Academy funded through the SIFE / LTE grant will be held on Wednesday nights beginning in February and will serve SIFE / LTE students and parents of ELLs. For students it will offer academic and guidance classes, which they can cycle through as needed. For ELL parents there will be ESL through ACHIEVE 3000 classes and lessons in helping their children understand mathematics through exploring RDS. We planned the Midweek Academy for parents in the early evening because parents have indicated that these hours work best for them due to work and family obligations.

Resources and Support

Instructional materials for ELLs include high quality leveled libraries that are age appropriate. In addition to these libraries, ELLs will have access to the same materials found in the regular monolingual classes so as to ensure equity across the school. Charts, paper, supplies will facilitate students' participation in group activities that will promote academic dialogue among themselves.

ELLIS Academic Suite 3, Rosetta Stone, and Plato are computer software programs purchased for ELLs to help them improve their English language acquisition and sharpen their reading and math skills.

Authentic literature and trade books are used in ESL and native language classrooms. Touchstone texts are used to teach the habits of proficient readers and are read over again to build and reinforce vocabulary and language objectives. ESL and Bilingual teachers are being provided with the latest professional resources for use during study groups. We have been taking accurate inventory and organizing book rooms into sections according to theme / genre, to better have accessible professional trade books, teachers' references, and student texts and materials.

For the past three years, we partnered ESL teachers with their social studies and science colleagues in order to address the language learning needs of our large ELL population and the literacy needs of all our students. We conducted joint departmental professional development conferences focused on integrating comprehension / ELA literacy / ESL strategies into content area lessons.

Three years ago, we equipped all teachers and staff with *Cambridge Advanced Learner's Dictionary*, which comes with a CD so students can hear the correct pronunciation of words. This dictionary comes in handy as content area and ESL teachers prepare the vocabulary component of their lessons following Dr. Margarita Calderon's ExC-ELL / RIGOR seven step protocol for teaching tier II and tier III words. For student reference, ESL, social studies, and ELA teachers also received nine copies each (one per student group plus an extra) of a book on idioms, a grammar text, and a thesaurus. We also purchased an annual school subscription to countryreports.org, which students, parents, and teachers could access using the school's password. This web site proved a valuable resource for all sixth graders.

Three years ago, selected teachers from the social studies departments of I.S. 61, I.S. 5 and I.S. 77 and Assistant Principals, participated in a cohort that collaboratively studied literacy strategies in the social studies classroom and developed curriculum maps / pacing calendars, including model lessons for each unit of study, which were compiled into a comprehensive teacher resource kit and was available in the 2007 – 2008 school year. In this endeavor, we applied what we had learned from our involvement with America's Choice and the RIGOR professional development programs. Two years ago, the focus was on designing our own assessments in social studies. Teaching history through the use of historical fiction by social studies teachers was piloted last year, and will be developed further this school year.

NYSESLAT scores are shared with all ELL teachers (and explained to them) to enable them to tailor instruction to meet the needs of their ELLs. New this year is the RNMR report which indicates each ELL's years of service, whether they are flagged in ATS as SIFE, and some of the work we ELL educators did by hand. It breaks down the NYSESLAT scores into Listening/Speaking, which is an indicator of Basic Interpersonal Communication Skills (BICS) scale scores and the combined proficiency level (PL) and Reading/Writing, which is an indicator of Cognitive Academic Language Proficiency Skills (CALPS) scale scores and the proficiency level. Now you can easily see what modality the child needs to strengthen, and be able to effectively group and assign tasks accordingly.

The last column "2009 Proficiency Level" (B, I, A, or P) is the lower of the two proficiency levels (L/S vs. R/W). This means if a child achieved a PL of "I" in L/S but a "B" in R/W, then he/she receives a "B" for the "2009 Proficiency Level". Another student may have a "B" for L/S and an "I" for R/W, which will still yield a "B" overall.

Professional Development

In order to maintain the high quality level of instruction, professional development is provided to all faculty members. Ongoing professional development on ELL strategies and methodologies, and brain research-based best practices is offered through staff development sessions, department meetings, study groups, faculty meetings, and one-on-one teacher conferences. Staff Development sessions are facilitated by the assistant principal, teachers, coaches / coordinator, city and network ELL experts, and outside providers such as Dr. Calderon's RIGOR / ExC-ELL and WestEd's Quality Teaching for English Learners (Q-TEL). Topics include: differentiating instruction, the workshop model, conferring, guided reading, testing genre, the NYSESLAT, analyzing student work, promoting vocabulary and grammar learning in context, increasing accountable talk, and teaching ESL through authentic literature, etc. Throughout the sessions the needs of ELL students in the mainstream content area classrooms are addressed, and sound instructional practices are modeled. Title III has funded the following professional development opportunities: the ESLA Study Group / Pacing Calendar Committee and Fridays' 3 R's for ELLs Study Group. Last year, in house professional development has centered around supporting the SIFE grant programs, specifically, RIGOR, ACHIEVE 3000, EMC, and Riverdeep, with time for lesson preparation and system management matters. This year we will focus on curriculum development.

We have been very fortunate to be continuing our partnership with the professional developers of NYC's **Quality Teaching for English Learners (Q-TEL)** initiative, which began when we were awarded the initial grant in October of 2006. These ELL experts have conducted in classroom coaching, as well as in school professional development workshops / meetings with the teachers and their supervisors. We currently have teachers in ELA, math, science, social studies, ESL, and NLA departments who have participated in at least the Building the Base course. Other Q-TEL projects included curriculum writing in math, ELA / ESL, and science. Last year, one of our ELA teachers served as our QTEL Coach for one third of her teaching schedule. Her focus had been to work with content area teachers to model effective comprehension strategies for nonfiction text, such as the Read Aloud, Anticipatory Guide, Vocabulary Review Protocol, etc. This year she is working on revamping the ELA curriculum, and making sure to include QTEL strategies in the lesson plans.

As facilitators, teachers provide the tools, scaffolding and structure for student learning. They need to incorporate a variety of teaching methods to respond to the multiple ways that students approach learning in order to help children progress at their own pace. This involves making decisions on which strategies to use, when and with whom to use them, and the rationale for implementing the practice based on student data. With input from the teachers in the ESL, bilingual, foreign language departments, I assess their professional development needs, then plan and coordinate meaningful and relevant workshops / coaching sessions that make connections between theory and best practices based on scientific research. Professional development will take place both in-house and within our new network structure to help teachers hone their skills in targeting their students' language needs and in developing the activities and practices so that the children realize language proficiency.

As part of our ESL / ELA / social studies literacy initiative, ESL, social studies, and special education teachers and supervisors had taken part in RIGOR III coaching and workshop series from January to June 2007. As an instructional team, we had grown in our knowledge of theory and practice, sitting side by side with our teachers (five ESL, five Bilingual, and eight Social Studies teachers) as we participated in the RIGOR workshops and as we joined the teachers' observation and debriefing sessions while they were being coached by Dr. Calderon or one of her professional developers.

Also, four years ago, we implemented Dr. Margarita Calderon's ExC-ELL (Expediting Comprehension for English language learners) and partnered with our sister school I.S. 77 with this professional development endeavor. As part of our ESL / ELA / social studies literacy initiative, ESL, social studies, and special education teachers participated in ExC-ELL coaching and workshop series to assist them in integrating comprehension / ELA literacy / ESL strategies into social studies lessons.

The 2007 – 2008 RIGOR I and II professional development consisted of teachers new to the program attending all five training sessions and those who participated in it four years ago attended two of the five for the purpose of familiarizing themselves with the new Benchmark materials. This minimized the number of days that a teacher had to be covered, so student academic performance suffered less from the disruption of instruction. RIGOR student programs were conducted through extended day and Saturday classes, as well as during students' regular school day lessons.

Two years ago, the **Office of Special Education Initiatives** through grant funding provided our school with RIGOR professional development and materials so that we were able to implement a program with our **special education ELLs**. Through our continuing SIFE grant funding, all ESL teachers were caught up to speed with RIGOR professional development.

In addition to the many professional development opportunities being offered centrally (as listed in the table below), this year our **Learning Support Organization** (LSO) network is providing curriculum development workshops on further developing the new ESL curriculum. Last year their support was in the form of a workshop series featuring the work of Lily Wong-Fillmore and Catherine Snow.

Following is NYC Department of Education Chief Achievement Office Students with Disabilities and English Language Learners, Office of School Improvement and Restructuring, and UFT Teacher Center professional development conferences for which IS 61 Staff already has registered or is planning to sign-up:

- Quality Teaching for English Learners (**QTEL**) Five-Day Institutes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) – 4 Teachers during a holiday week
- Language Allocation Policy (**LAP**) for Principals and School Leaders – Rosemarie Focella
- Comprehensive Educational Plan (**CEP**) – Rosemarie Focella, Laura La Sala, Camillo Turriciano
- Technical Assistance Session on New **SIFE** Diagnostic – Mr. Berrios-Matos (already attended last year but will turn-key to Mrs. Rodriguez, who will take over as the **ALLD** Coordinator)
- Annual **Dual Language** Conference – Rosemarie Focella, Ms. Rodriguez, and Ms. Velarde
- Annual Professional Conference for Foreign Language Teachers – Ms. Martinez
- Writing as Learning Across the Curriculum – Mr. Pleickhardt
- ELL-Related Professional Development for School Secretaries – Giuliana Roccisano

Common planning periods (every teacher was programmed to attend one session a week) was implemented for the past two years in an effort to sustain teacher learning centers (TLCs). During this time educators collaboratively looked at and discussed the following: curriculum, lesson planning, effective grouping, differentiating instruction, targeted strategies, assessments, data, and student work. New last year were the alternating three week cycles between teachers meeting with department colleagues and their getting together with team teachers across the content areas to accomplish different goals. In addition to after school professional development sessions, Riverdeep training had been conducted through math common planning periods these past two years.

This year, all teachers have one period a week scheduled for “**Inquiry**”, which has replaced the common planning period. During this time they meet with their colleagues who teach more or less the same classes as they do. Their first task is to collaboratively choose five students from each class who will become its inquiry team students and whose progress throughout the school year will be closely monitored and documented. Teachers look over data to see which students slid back, are in the lowest third of the grade in ELA or Math, are SIFE or Long Term ELLs, or holdovers. The team then does the following: decide on a skill in which all five students show weakness, collaborate on strategies to help the students to strengthen that skill, implement those techniques and practices, evaluate the results, and then begin the process all over again.

The required **minimum 7.5 hours of ELL training to all staff** will be conducted during Inquiry team meetings, and our three school-wide conference days. Teachers cycle through ELL professional development workshops of a half hour, an hour, and an hour and thirty minutes in duration, respectively, during the opening Chancellor’s Conference Day, Election Day, and Chancellor’s Conference Day in June. Beginning in January and continuing each month until the end of the school year will be monthly ELL training held during each Inquiry Team meeting. These six meetings run forty-five minutes each. The focus of this training throughout the school year will be on implementing strategies for helping students to acquire academic language informed by ELL formative and summative data analysis. Records are maintained through sign-in sheets and agendas.

Professional development sessions regardless of their format will continue to provide ELL teachers with the support system they need to effectively plan lessons so that our students will achieve linguistic and academic success.

Joseph J. Lisa, Principal of I.S. 61

Date

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6th, 7th, and 8th

Number of Students to be Served: 737 LEP 231 Non-LEP

Number of Teachers 25

Other Staff (Specify) 3 (ELA, social studies, and science / music teacher)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

In order to best serve English Language Learners (ELLs), Title III money is set aside for programs that are developmental in nature. The rationale is that with these offerings comes the opportunity to grow academically, particularly with respect to mathematical conceptual understanding and English language acquisition in all four modalities: speaking, listening, reading, and writing. ELLs also grow socially, in terms of developing personal and meaningful relationships among the faculty and student population so as to build trust and goodwill within our school community. Weekday programs are offered to better meet these needs of our ELLs. They not only prepare students for state examinations, but strive to cultivate well-rounded human beings through the arts. A couple of major events held in the early spring are the Multi-lingual Poetry Contest and International Night, our spring festival celebrating music, art, food, and dance of diverse cultures.

Title III weekday morning / afternoon, and extended day programs are coordinated and supervised by an administrator and structured to target these five groups: SIFE ELLs, Newcomers, special education ELLs, Long-term ELLs (LTEs), and former ELLs. These programs keep Maslow's Hierarchy of needs in the fore. They offer ELLs instruction in reading fluency and comprehension through ACHIEVE 3000, the EMC Paradigm Literacy for LTEs, REV It UP Vocabulary program, and literacy through social studies themes, science content, and the performing and fine arts. Math and science concepts are taught through Riverdeep Destination Math and Renaissance Math (which are web-based and software run computer programs, respectively), Science in Action club, and Soccer with Science and Math. Further assistance is offered in programs such as the Bilingual Math Test Preparation, Chinese Bilingual Content Tutorial, Newcomers' program, and Strategy club. All these programs are aligned with our school-wide goal of infusing vocabulary acquisition and comprehension strategies into content area lessons. Title III morning sessions run from 7:00 am to 8:00 am, and 7:30 am to 8:00 am with students staying on for the extended day session, which is over at 8:37 am. Afternoon sessions generally begin at 3:15 pm and end at 4:15 pm unless otherwise noted. Most classes are offered Monday through Thursdays with a couple on Friday, and meet two to four times a week. The hope is that with the help of such programs, our ELLs will embrace their academic environment, and build strong relationships, as well as vital literacy, math, and critical thinking skills.

In order to facilitate the implementation of all these research-based, on-line / software programs for ELLs I.S. 61 needs to upgrade its technology. For this reason I plan on purchasing ten laptops, two LCD projectors, and two ELMOs (document presenters). Please refer to the table describing these items following the budget proposal. Two ELL classrooms will be outfitted in order to support programs such as Riverdeep, Renaissance Math, Achieve 3000, ELLIS, Rosetta Stone, and Plato as part of a Title III program, small group instruction during extended day, menu-item tutoring, or lunch and learn time, etc.. This technology package will serve a dual purpose; teachers will use it during preparation periods for professional development.

Fifteen (15) CD players will be purchased to expand listening centers. This audio equipment also will be utilized for the NYSESLAT listening component. This modality has been identified as an area in need of improvement. Since the NYSESLAT starting using CD tapes for the listening test rather than cassette tapes, the purchase of CD players has been allowed under the Title III plan. The books on tape will be purchased from another funding source as it will be incorporated into the core program.

Please see the table below following the budget proposal that lists trade books and textbooks available on FAMIS, which will be used during the Title III programs. Also, money will be set aside for instructional supplies and materials, which include science kits, equipment, incentives, and awards needed for the various programs.

ESL and bilingual teachers will be the service providers for the Title III instructional programs listed below. ACHIEVE 3000 and Riverdeep are dual language since there is an option for Spanish. The language of instruction for the rest of the programs is English, unless otherwise indicated.

Literacy Programs

Tuesdays and Thursdays from 3:15 pm to 4:15 pm

- **8th Grade Literacy through Social Studies Themes**

- **REV It Up Vocabulary Program**

See above for dates

3 teachers x 30 sessions (accounts for 2 missed sessions due to inclement weather/absence) x 1 hr x \$ 49.89 = **\$ 4,490.10**

Mondays, Tuesdays, Wednesdays, and Thursdays from 7:00 am to 8:00 am

- **6th Grade Literacy through Social Studies Themes**

January 4, 5, 6, 7, 11, 12, 13, 14, 19, 20, 21, 25, 26, 27, 28

February 1, 2, 3, 4, 8, 9, 10, 11, 22, 23, 24, 25

March 1, 2, 3, 4, 8, 9, 10, 11, 15, 16, 17, 18, 22, 23, 24, 25

April 7, 8, 9, 12, 13, 14, 15, 19, 20, 21, 22, 26, 27, 28, 29

May 3, 4, 5, 6, 10, 11, 12, 13

1 teacher x 62 hours (accounts for 4 missed sessions due to inclement weather/absence) x \$ 49.89 = **\$ 3,093.18**

Mondays, Tuesdays, Wednesdays, and Thursdays from 7:30 am to 8:00 am

- **ACHIEVE 3000 – Chinese Bilingual**

1 teacher x 31 hours (accounts for 4 missed sessions due to inclement weather/absence) x \$ 49.89 = **\$ 1,546.59**

Mondays, Tuesdays and Thursdays from 3:15 pm to 4:15 pm

- **ACHIEVE 3000 – 6th and 7th Grade**

- **Chinese Bilingual Test Preparation for NYS ELA, Math, Science, and Social Studies**

- **EMC Literacy**

- **Literacy through Science Themes – 6th Grade**

- Newcomers' Program

- Strategy Club

January 4, 5, 7, 11, 12, 14, 19, 21, 25, 26, 28

February 1, 2, 4, 8, 9, 11, 22, 23

March 1, 2, 4, 8, 9, 11, 15, 16, 18, 22, 23, 25

April 8, 12, 13, 15, 19, 20, 22, 26, 27, 29

May 3, 4, 6, 10, 11, 13

7 teachers x 45 sessions (accounts for 2 missed sessions due to inclement weather/absence) x 1 hr x \$ 49.89 = **\$ 15,715.35**

Mondays only, 3:20 pm to 4:50 pm

1 supervisor x 15 sessions x 1.5 hours x \$ 53.47 = **\$ 1,203.07**

Mathematics and Science Programs

Riverdeep / Renaissance Math

Tuesdays and Thursdays from 3:15 pm to 4:15 pm

6th, 7th, 8th Grade Riverdeep / Renaissance Math

See above for dates

3 teachers x 30 sessions (accounts for 2 missed sessions due to inclement weather/absence) x 1 hr x \$ 49.89 = **\$ 4,490.10**

Spanish Bilingual 8th Grade Math Test Prep

Tuesdays and Thursdays (+ Wednesday, May 5) from 3:15 pm to 4:15 pm

April 8, 13, 15, 20, 22, 27, 29

May 4, 5, 6

1 teacher x 10 sessions x 2 hours x \$ 49.89 = **\$ 498.90**

Science in Action Club (English and Spanish)

Tuesdays and Thursdays from 7:00 am to 8:00 am

January 5, 7, 12, 14, 19, 21, 26, 28

February 2, 4, 9, 11, 23, 25

March 2, 4, 9, 11, 16, 18, 23, 25

April 8, 13, 15, 20, 22, 27, 29

May 4, 6, 11, 13

1 teacher x 31 hours (accounts for 2 missed sessions due to inclement weather/absence) x \$ 49.89 = **\$ 1,546.59**

Sports and Arts with Academics Programs

Mondays, Tuesdays, Wednesdays, and Thursdays from 3:15 pm to 4:45 pm

Soccer with Science and Math (English and Spanish)

April 19, 20, 21, 22, 26, 27, 28, 29

May 3, 4, 5, 6, 10, 11, 12, 13, 17, 18, 19, 20, 24, 25, 26, 27

June 1, 2, 3, 7, 8, 9

1 teacher x 30 sessions x 1.5 hours x \$ 49.89 = **\$ 2,245.05**

1 teacher x 18 sessions (starts May 10) x 1.5 hours x \$ 49.89 = **\$ 1,347.03**

Mondays, Tuesdays, Wednesdays, and Thursdays from 3:20 pm to 5:05 pm

1 supervisor x 14 sessions x 1.75 hours x \$ 53.47 = **\$ 1,310.01**

Friday's Multicultural Poetry / Dance / Music (English, Spanish, Chinese, and French)

January 8, 15, 22, 29

February 5, 12, 26

March 5, 12, 19, 26

April 9, 16, 23, 30

May 7, 14, 21, 28

June 4

4 teachers x 20 sessions x 2 hours x \$ 49.89 = **\$ 7,982.40**

1 supervisor x 20 sessions x 2 hours x \$ 53.47 = **\$ 2,138.80**

International Night Spring Festival

20 teachers x 2 hours x \$ 49.89 = **\$ 1,995.60**

1 supervisor x 2 hours x \$ 53.47 = **\$ 106.94**

Multi-lingual Poetry Contest

5 teachers x 2 hours x \$ 49.89 = **\$ 498.90**

1 supervisor x 2 hours x \$ 53.47 = **\$ 106.94**

Support Staff Salaries

As in the past, we need to continue having part of the ELL Coordinator's salary funded by Title III. Title III extended day and weekday programs increase the ELL Coordinator's daily administrative duties and responsibilities. The enormous ELL population generates a lot of paperwork.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Throughout the school year, teachers of ELLs participate in professional development workshops and study groups in order to learn specific strategies and techniques to help the students achieve their greatest potential. In addition to what is provided in I.S. 61, on-going professional development within the network or across the city provides staff with the skills to target language needs and the activities and practices to realize language proficiency. This year our network is providing support with curriculum development, so Title III money will be used for the following after school professional development activity that will produce what will be taught during the literacy through social studies and science themes classes. In addition to ESL teachers, an ELA, social studies, and science teacher will be in the cohort so there is a balance of content and literacy expertise.

Title III Programs – Literacy through Content Areas – Development of Curriculum Enhancements

Tuesdays and Thursdays from 3:20 pm to 5:20 pm

January 5, 7, 12, 14, 19, 21, 26, 28

February 2, 4, 9, 11, 23

March 2, 4, 9, 11, 16, 18, 23, 25

April 8, 13, 15, 20, 22, 27, 29

May 4, 6, 11, 13

4 teachers x 30 sessions (accounts for 2 missed sessions due to inclement weather/absence) x 2 hrs x \$ 49.89 = **\$ 11, 973.60**

1 supervisor x 30 sessions (accounts for 2 missed sessions due to inclement weather/absence) x 2 hrs x \$ 53.47 = **\$ 3,208.20**

Form TIII – A (1)(b)

School: Leonardo Da Vinci Intermediate School 61

BEDS Code: 342400010061

Title III LEP Program

School Building Budget Summary

Allocation Amount: \$119,720		
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) - Per session - Per diem	(\$83,325.35)	(1,151 hours of per session for ESL, Bilingual, and General Ed teacher to support ELL Students: 1,151 hours x \$49.89 (current teacher per session rate with fringe) = \$57,423.39 and 151 hours of per session for supervisor to coordinate programs:

		151 hours x \$53.47(current supervisor per session rate with fringe) = \$8,073.96) (\$17,828 is a percentage of the ELL Coordinator's Salary)
Purchased services High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(\$36,394.65)	(Trade books, Textbooks, 15 Cassette Recorders, 10 laptop computers, 2 LCD projectors, and 2 ELMOs (document presenters) as itemized in the table below, and instructional supplies and materials, which include science kits, equipment, incentives, and awards)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	(\$119,720)	

Qty	Commodity Description	Item	Vendor	Description	U/M	Net Price	Total Price
17	Textbooks	404201954	ROSEN PUBLISHING GROUP,INC	Temperance and Prohibition The Movement to Pass Anti-Liquor Laws in America	EACH	\$17.95	\$305.15
17	Textbooks	40420290X	ROSEN PUBLISHING GROUP,INC	Nuclear Weapons and the Cold War	EACH	\$21.95	\$373.15
5	Trade Books	64165054X	BOOKSOURCE, INCORPORATED	Who Was Martin Luther King, Jr. ?	EACH	\$2.92	\$14.60
11	Trade Books	161423787	INGRAM LIBRARY SERVS INC.	The Night Crossing	EACH	\$3.06	\$33.66
28	Trade Books	161224318	INGRAM LIBRARY SERVS INC.	The Indian School	EACH	\$3.06	\$85.68

66	Trade Books	161416705	INGRAM LIBRARY SERVS INC.	Nightjohn	EACH	\$3.68	\$242.88
17	Textbooks	605001448	PERMA-BOUND	Empire Dreams	EACH	\$17.41	\$295.97
25	Trade Books	642187878	BOOKSOURCE, INCORPORATED	They Shall Be Heard,The Story of Susan B. Anthony and Elizabeth Cady Stanton	EACH	\$5.27	\$131.75
2	Trade Books	641808542	BOOKSOURCE, INCORPORATED	La Causa, The Migrant Farmworkers' Story	EACH	\$5.27	\$10.54

16	Trade Books	641808550	BOOKSOURCE, INCORPORATED	The Tenement Writer,An Immigrant's Story	EACH	\$5.27	\$84.32
6	Trade Books	642187843	BOOKSOURCE, INCORPORATED	A Matter of Conscience,The Trial of Anne Hutchinson	EACH	\$5.27	\$31.62
13	Trade Books	642187886	BOOKSOURCE, INCORPORATED	When Justice Failed,The Fred Korematsu Story	EACH	\$5.27	\$68.51
1	Trade Books	642113475	BOOKSOURCE, INCORPORATED	Place Called Heartbreak,A Story of Vietnam	EACH	\$12.06	\$12.06

66	Trade Books	161193609	INGRAM LIBRARY SERVS INC.	The Cabin Faced West	EACH	\$3.68	\$242.88
4	Trade Books	161474977	BOOKSOURCE, INCORPORATED	The Fighting Ground Teacher Guide	EACH	\$7.43	\$29.72
33	Trade Books	161319475	BOOKSOURCE, INCORPORATED	A Gathering of Days,A New England Girl's Journal, 1830-1832	EACH	\$3.50	\$115.50

2	Textbooks	901025577	ROSEN PUBLISHING GROUP,INC	PROGRESSIVE ERA SET 2 GRADES 5-8 THEME SET	CONFIGURE	\$257.40	\$514.80
---	-----------	-----------	----------------------------	--	-----------	----------	----------

3	Trade Books	642155828	BOOKSOURCE, INCORPORATED	Pocketfull of Goobers,A Story about George Washington Carver	EACH	\$10.63	\$31.89
11	Trade Books	642153841	BOOKSOURCE, INCORPORATED	Maker of Machines	EACH	\$10.63	\$116.93
4	Trade Books	642153205	BOOKSOURCE, INCORPORATED	Click!,A Story about George Eastman	EACH	\$10.63	\$42.52

1	Textbooks	576906905	TEACHER CREATED MATERIALS	EXPLORING HISTORY: WORLD WAR I ERA: USES SIMULATIONS & ACTIVITIES TO MAKE HISTORY MEANINGFUL TO STUDENTS	EACH	\$361.90	\$361.90
1	Textbooks	743939360	TEACHER CREATED MATERIALS	EXPLORING PRIMARY SOURCES- WORLD WAR I ERA	EACH	\$141.90	\$141.90
17	Textbooks	403461987	HEINEMANN LIBRARY	THE WORLD AT WAR - HARDBOUND PACKAGE (6 TITLES)	EACH	\$123.00	\$2,091.00
1	Textbooks	78688752	GLENCOE / MCGRAW-HILL	THE AMERICAN JOURNEY TO WORLD WAR 1, STUDENT EDITION	EACH	\$58.84	\$58.84
17	Textbooks	577659111	ABDO PUBLISHING CO.,INC.	World War I	EACH	\$101.68	\$1,728.56
1	Textbooks	403436451	HEINEMANN LIBRARY	World War I - Paperback Six Pack - Witness to History	Six Pack	\$55.35	\$55.35

1	Textbooks	403413060	HEINEMANN LIBRARY	KEY BATTLES OF WORLD WAR I - PAPERBACK SIX PACK - 20TH CENTURY PERSPECTIVES	SIX PACK	\$52.43	\$52.43
1	Textbooks	90108395X	PERFECTION LEARNING CORP.	READING ESSENTIALS IN SOCIAL STUDIES: PIONEER PILOTS AND FLYING ACES OF WORLD WAR I	6 PACK	\$51.84	\$51.84
1	Trade Books-Collections	281645701	BOOKSOURCE, INCORPORATED	World War I	Collection	\$46.90	\$46.90
1	Textbooks	322044545	WRIGHT GROUP, THE	HISTORY: WORLD WAR I	EACH	\$37.95	\$37.95
1	Textbooks	901244449	TEACHER CREATED MATERIALS	20TH CENTURY: WORLD WAR I (6-PACK)	6 PACK	\$38.49	\$38.49
1	Textbooks	584303564	LEE & LOW BOOKS, INC.	EL BEISBOL NOS SALVO: A JAPANESE AMERICAN BOY DISCOVERS HOPE AND SELF-RESPECT WHILE PLAYING BASEBALL AT AN INTERNMENT CAMP DURING WORLD WAR II.	6 PACK	\$45.04	\$45.04
1	Textbooks	901577235	TEACHER CREATED MATERIALS	World War I In Flander's Fields 6-Pack w/CD: 20th Century (Building Fluency Through Reader's Theater)	6-Pack w/CD	\$47.34	\$47.34
1	Textbooks	584303963	LEE & LOW BOOKS, INC.	BASEBALL SAVED US: A JAPANESE AMERICAN BOY DISCOVERS HOPE AND SELF-RESPECT WHILE PLAYING BASEBALL AT AN INTERNMENT CAMP DURING WORLD WAR II.	6 PACK	\$51.52	\$51.52
1	Textbooks	836856686	GARETH STEVENS, INC	WORLD WAR I	EACH	\$25.50	\$25.50
1	Textbooks	836872932	GARETH STEVENS, INC	AMERICA IN WORLD WAR II	EACH	\$23.25	\$23.25
1	Textbooks	836872924	GARETH STEVENS, INC	AMERICA IN WORLD WAR I	EACH	\$23.25	\$23.25

1	Textbooks	403409713	HEINEMANN LIBRARY	World War I - Hardbound Copy - Witness to History	Each	\$23.00	\$23.00
1	Textbooks	588106623	HEINEMANN LIBRARY	Weapons and Technology of World War I	EACH	\$17.75	\$17.75
1	Textbooks	403401488	HEINEMANN LIBRARY	The Causes of World War I	EACH	\$17.75	\$17.75
2	Trade Books	641824580	INGRAM LIBRARY SERVS INC.	An Overview of World War I	EACH	\$18.44	\$36.88
1	Textbooks	577659170	ABDO PUBLISHING CO.,INC.	Weapons of World War I	EACH	\$16.95	\$16.95
1	Textbooks	577659146	ABDO PUBLISHING CO.,INC.	Events Leading to World War I	EACH	\$16.95	\$16.95
1	Textbooks	577659162	ABDO PUBLISHING CO.,INC.	Trench Fighting of World War I	EACH	\$16.95	\$16.95
1	Textbooks	577659154	ABDO PUBLISHING CO.,INC.	Final Years of World War I	EACH	\$16.95	\$16.95
1	Textbooks	57765912X	ABDO PUBLISHING CO.,INC.	Aircraft of World War I	EACH	\$16.95	\$16.95
1	Textbooks	576906905	TEACHER CREATED MATERIALS	EXPLORING HISTORY: WORLD WAR I ERA: USES SIMULATIONS & ACTIVITIES TO MAKE HISTORY MEANINGFUL TO STUDENTS	EACH	\$361.90	\$361.90
1	Textbooks	743939360	TEACHER CREATED MATERIALS	EXPLORING PRIMARY SOURCES- WORLD WAR I ERA	EACH	\$141.90	\$141.90

17	Textbooks	403461987	HEINEMANN LIBRARY	THE WORLD AT WAR - HARDBOUND PACKAGE (6 TITLES)	EACH	\$123.00	\$2,091.00
1	Textbooks	78688752	GLENCOE / MCGRAW-HILL	THE AMERICAN JOURNEY TO WORLD WAR 1, STUDENT EDITION	EACH	\$58.84	\$58.84
17	Textbooks	577659111	ABDO PUBLISHING CO.,INC.	World War I	EACH	\$101.68	\$1,728.56
1	Textbooks	403436451	HEINEMANN LIBRARY	World War I - Paperback Six Pack - Witness to History	Six Pack	\$55.35	\$55.35

33	Textbooks	78731984	GLENCOE / MCGRAW-HILL	THE AMERICAN JOURNEY TO WORLD WAR 1, READING ESSENTIALS AND STUDY GUIDE, WORKBOOK	EACH	\$7.21	\$237.93
33	Textbooks	901447269	REED ELSEVIER INC/RAINTREE US	YANKS IN WORLD WAR I: AMERICANS IN THE TRENCHES - PAPERBACK COPY - AMERICAN HISTORY THROUGH PRIMARY SOURCES	EACH	\$8.99	\$296.67
33	Textbooks	588103764	HEINEMANN LIBRARY	KEY BATTLES OF WORLD WAR I - PAPERBACK COPY - 20TH CENTURY PERSPECTIVES	EACH	\$9.99	\$329.67
33	Textbooks	410914738	REED ELSEVIER INC/RAINTREE US	In the Trenches in World War I	EACH	\$9.99	\$329.67
33	Textbooks	403446201	HEINEMANN LIBRARY	The Causes of World War I - Paperback Copy - 20th Century Perspectives	Each	\$9.99	\$329.67
33	Textbooks	588109223	HEINEMANN LIBRARY	Weapons and Technology of World War I Set 2	EACH	\$9.99	\$329.67
33	Textbooks	403441110	HEINEMANN LIBRARY	Assassination in Sarajevo The Trigger for World War I	EACH	\$9.30	\$306.90

33	Textbooks	403436400	HEINEMANN LIBRARY	World War I - Paperback Copy - Witness to History	Each	\$10.49	\$346.17
----	-----------	-----------	----------------------	---	------	---------	----------

33	Textbooks	901325104	GARETH STEVENS, INC	AMERICA IN WORLD WAR I	EACH	\$11.95	\$394.35
33	Textbooks	836856759	GARETH STEVENS, INC	WORLD WAR I	EACH	\$12.50	\$412.50
33	Textbooks	75660740X	BRADY CO/PRENTICE HALL INC.	EYEWITNESS BOOKS:WORLD WAR I	1	\$13.88	\$458.04
4	Trade Books	642261156	INGRAM LIBRARY SERVS INC.	Weapons of World War I	EACH	\$13.94	\$55.76

20	Textbooks	901412562	ROSEN PUBLISHING GROUP,INC	HOW PEOPLE LIVED IN ANCIENT GREECE	6PACK	\$48.00	\$960.00
20	Textbooks	901412589	ROSEN PUBLISHING GROUP,INC	HOW PEOPLE LIVED IN ANCIENT EGYPT	6PACK	\$48.00	\$960.00
20	Textbooks	901412570	ROSEN PUBLISHING GROUP,INC	HOW PEOPLE LIVED IN ANCIENT ROME	6PACK	\$48.00	\$960.00
20	Textbooks	901412597	ROSEN PUBLISHING GROUP,INC	HOW PEOPLE LIVED IN VIKING TIMES	6PACK	\$48.00	\$960.00

1	Textbooks	901046698	ADDISON WESLEY	FIRST STEPS IN ACADEMIC WRITING STUDENT BOOK	EACH	\$31.59	\$31.59
---	-----------	-----------	-------------------	---	------	---------	---------

10	Audio/Visual Supplies & Equipment	201788535	B & H FOTO & ELECTRONICS CORP.	SATELLITE A305D-S6851 NOTEBOOK COMPUTER	1	\$796.77	\$7,967.70
15	Audio/Visual Supplies & Equipment	50155709	CDW GOVERNMENT, INC.	MEMOREX CLOCK RADIO/CD PLAYER	EACH	\$34.79	\$521.85

2	Audio/Visual Supplies & Equipment	701102586	B & H FOTO & ELECTRONICS CORP.	ELMO TT-02S CLASSROOM VISUAL PRESENTER - ELTT02S	1	\$501.58	\$1,003.16
2	Audio/Visual Supplies & Equipment	201110334	B & H FOTO & ELECTRONICS CORP.	Epson PowerLite 83 LCD Multimedia Projector - EPPL83P	1	\$571.08	\$1,142.16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

To ensure that all parents are equipped with appropriate and timely information in an accessible language, I.S.61 utilizes a variety of methods in order to assess the school's needs in terms of translation. First of all, a CEP review is conducted, and lines of communication are open between the Parent Coordinator, parents, and administrators, regarding parent needs, and information that needs to be shared. In order to assess the dominant languages in the school, the RHLA on ATS is generated, and then a timeline is created in order to establish a steady flow of parental communication and determine cost factors for such translations. From there, highly proficient translators are sought after within the building via analysis of a school-wide language survey. These translators are clearly posted in the main and admission offices for easy accessibility. In order to communicate messages about important school functions, a school messaging system is in place that automatically calls each child's home and leaves a message in the child's home language, if that language is either Spanish or Chinese. The Department of Education offers letters home in multiple languages to communicate information and also provides a translation service for school-created memos to be translated into the home languages of the students. Lastly, to assess the needs and wants of the parents, several parents were selected at random during Parent Orientation Meetings and Back to School Night and other such events, in order to come to terms with their opinions and needs regarding translation services.

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

Home Language	Spanish	Chinese	Bengali	Tibetan	French	Punjabi	Russian	Arabic	Urdu	Haitian-Creole	Other
# of Families	646	51	7	5	4	3	4	3	4	1	9

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. **Parents will be informed of instructional and sports programs, such as: Supplementary Education Services (SES), Academic Intervention Services (AIS), *America's Choice*, Impact Math, *Wilson Reading*, *Great Leaps*, RIGOR, ExC-ELL, Riverdeep Destination Math, *Rewards*, *Classroom Inc.*, *Word Lab*, athletic programs, clubs, and tutorials, as well as, upcoming events and workshops, ESL classes, etc. through written communication. Outside vendors will have documents translated into various languages. Information will be offered in the family's home language so as to ensure that all measures are being taken to inform the school community of current happenings. In addition, parents and guardians of the ELL population will continue to receive information on how to go about interpreting and assessing overall performance on the NYSESLAT and how they, too, can aid in their child's language acquisition at home. When not available, we will send documents generated by school personnel to be translated into the home languages by members of the NYC Translation and Interpretation Unit. These are the languages offered: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu. However, this unit is limited to the type of documents that they are permitted to translate, these include: letter, flyer/notice/handout, newsletter/calendar, form/survey, reference guide/handbook, which has a 3,000 word and 10 page limit). When other types of documents need to be translated or translations are requested from languages not provided, IS 61 can contract outside vendors.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. **In order to meet the needs of our non-English speaking parents, and so as to leave the lines of communication open between home and school, the school will continue to provide appropriately translated Parent Information Sessions by in-house school staff or parent volunteers. Topics discussed during PTA meetings and special orientation evenings include the criteria for promotion, the high school application process, increase involvement and participation in Title I, III, SES, Sports and Arts, and other programs, understanding student assessment methods, state testing, academic standards, and strategies that they can incorporate into their own regimens to improve the child's fluency, comprehension, and content-area skill building. During parent / teacher conferences, teachers can use the DoE phone translation system or one of the paraprofessional who is being compensated to provide translation services. During meetings with parents, the school will also provide simultaneous translation by a qualified member of staff through technology use (headphones).**

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,438,660	\$88,747	\$1,527,407
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$14,386.60	\$887.47	
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	\$14,386.60	\$887.47	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$71,933	\$4,437.35	
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	\$71,933	\$4,437.35	
6. Enter the anticipated 10% set-aside for Professional Development:	\$143,866	\$8,874.70	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	\$143,866	\$8,874.70	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 99.1%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 Effective professional development is focused on the improvement of student learning through the improvement of the skill and knowledge of educators. I.S. 61 promotes specific professional development activities that are anchored on an objective over a period of time to improve students' demonstrated knowledge and skill in reading, writing and mathematics, as measured by portfolios of student work, curriculum-based assessments and state examinations. Similarly, effective professional development is connected to questions of content and pedagogy that are related to instructional practices as well as general effective teaching practices. Professional development, therefore, is designed to develop the capacity of teachers to work collectively on problems of practice as well as to support the knowledge and skill development of individual educators.

Various professional development opportunities are offered to assist staff in addressing instructional issues. The following are some examples how these issues have been and will continue to be addressed:

- Department and Academy conferences
- Study Groups
- Workshops provided by the ISC (i.e. differentiation, scaffolding instruction, etc.)

Listed below are some professional development strategies that I.S. 61 has used to align professional development with the needs of the staff:

- Professional study groups to analyze student work and assess needs for instruction
- Teachers analyze formal and informal data (Interim Assessments and D.R.A.) and their implications for instruction
- Literacy coaches schedule and conduct workshops on the components of the America's Choice (NCEE) balanced literacy program: on grade level genre and author studies, 6th and 7th grade Ramp-Up for the struggling readers.

The following additional strategies were launched in the past year and are expected to continue through the upcoming year. They include:

- Teachers will be assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations.
- Assisting uncertified teachers in gaining certification through one-on-one counseling sessions.
- Continuing to focus alternative and traditional teacher recruitment on shortage-area subjects.
- Supporting new teachers through a New Teacher Mentoring Program.
- Ensuring that parents are notified when a non-HQ teacher teaches their child for more than 4 consecutive weeks.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the

majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

I.S. 61 PARENTAL INVOLVEMENT POLICY

I. General Expectations

In collaboration with the principal, parent coordinator, and School Leadership Team, 1% of Title funds (\$15,279) will be used to develop meaningful parent involvement in our school. Our parent coordinator and community coordinator will continue to actively involve parents in their child's education. They will continue to expand and enhance their role as a member of our Instructional Leadership Team. They are instrumental as liaisons among parents and the community. In addition, our parent coordinator and community coordinator will disseminate information to parents regarding NYS Standards and NYC promotional policy, as well as progress regarding the implementation of the school's instructional design.

Intermediate School 61 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

Intermediate School 61 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Fifty percent of the School Leadership Team will be comprised of parents where the parental involvement plan will be discussed;
- Flexible number of meetings will be held (morning and evening) for parents to attend;
- Informational PTA meetings will be held to discuss the parental involvement plan.

Intermediate School 61 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Notification (in numerous languages) will be sent home with the child;
- Instructional meetings will be given to reveal the plan for improvement;
- Parents will be notified by letter about the Public School Choice/Transfer policies.

Intermediate School 61 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

1. Intermediate School 61 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
2. Intermediate School 61 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Lending Library
 - Computer classes
 - English classes
 - Learning Leaders Workshops
 - Nutritional Awareness Program
 - Financial Concept Workshops
 - Community Child Health Plus Insurance Program
 - Parents As Art Partners Program

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Provide professional development on communication with parents
 - Request voluntary assistance by the teachers and staff at parent/student events.
 - Liaison to community based organizations offering family counseling such as The Outreach Program

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Required letters will be sent to parents in their home language;
 - Translators will be available at important parent functions.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the SLT committee. This policy was adopted by the Intermediate School 16 on June 2, 2008 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2, 2008.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

LEONARDO DA VINCI I.S. 61 SCHOOL-PARENT COMPACT

Intermediate School 61 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-09.

Parent Compact Provisions

School Responsibilities

Intermediate School 61 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Provide Academic Intervention Services during class time through small-group instruction with certified teachers;
 - Supplemental Educational Services (SES) will be provided after school.
 - Teachers will deliver lessons through the balanced-literacy and balanced-mathematics models;
 - All teachers will incorporate the Principles of Learning within their lessons.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Two parent/teacher conferences will take place during the school year;
 - At the parent and/or teachers request during the school year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress reports will be sent home three times a year;
 - Quarterly report cards will be sent home during the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Celebrations throughout the year enable parent/teacher contact;
 - Two parent/teacher conferences;
 - Telephone messages by the parent will be returned within two days of the call.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Class trips;
 - Classroom celebrations.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a

flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- complete homework assignments and ask for help when I need
- read 25 books to meet the requirements of our 25 Book Campaign

- engage in accountable talk about the books we are reading and reflect on our learning process
- write additional entries in our Writers Sourcebooks
- give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

I.S. 61 collects a variety of assessments, in addition to formal assessments such as the **NYS English Language Arts** exam, **NYS Mathematics** exam, **NYS Science** exam, **NYS Social Studies** exam, and the **NYSESLAT**.

These assessments include:

- Teacher created tests and projects
- Student work folders and portfolios
- **Pre & Post Tests** (Department Generated) in Mathematics as well as class results which are used to differentiate instruction based on the NYC and NYS Learning Standards.

- **ACUITY Predictive and Diagnostic Assessments** in ELA and Mathematics used to differentiate instruction based on the NYC and NYS Learning Standards.
- **Scantron Performance Series** in ELA and Mathematics used to differentiate instruction based on the NYC and NYS Learning Standards.
- **LAB- R** exams which are used to determine student eligibility and placement in ESL services
- **ELE** (Spanish Reading Assessment) & **Chinese** reading exams which are given to determine student proficiency in their native languages
- Individual Education Plans for Special Education Students
- **Multiple Intelligence Survey**
- At-Risk Student Portfolios
- **DELLO** (**D**aily **E**nglish **L**anguage **L**earning **O**pportunities), which is the marble notebook the student keeps at all times and uses as a “journal” (a journal, not a diary, is a means of communication between student and teacher); in addition to writing ESL HW in DELLO, students will use this tool to record unfamiliar words, phrases, sentences, and idioms that they encounter during their subject classes.

ELA/ESL Teachers maintain a T.A.N (*Teacher’s Assessment Notebook*). These T.A.Ns are used to diagnose and document student needs, and prescribe appropriate intervention strategies.

The data collected in the T.A.N. may include:

- Developmental Reading Assessment (DRA) exam administered 2x each year
- Status of the Class that monitors independent reading progress on a daily basis
- Annotated Bibliography – a list of books students read as well as their summaries/reflections
- Reading Conference notes
- Reading Surveys
- Running Records – students read leveled passage orally (200 words)/teacher records errors to assess student’s reading level
- Teacher’s notes during guided reading/writing sessions
- Writing surveys
- Writing conference results
- Quick writes
- Student’s self-assessments

In Mathematics, teachers use *Student Support Logs* (SSL) as means of focusing on instruction based on individualized student needs. This data includes:

- Results from grouping students based on their needs and differentiated instruction during the work period
- Pre and Post unit assessments
- Conferences with students and use of a Student Support Log to monitor student progress
- Student portfolios

In Social Studies, teachers record and utilize student data through the use of the *H.A.N.* (Historian’s Assessment Notebook) in order to provide targeted intervention for the purpose of promoting literacy in the content area. In Science, teachers observe, record, and analyze student data through

the use of the *S.A.N.* (Science Assessment Notebook) to provide instruction based on the individualized needs of students. The *S.A.N.* focuses on student comprehension and applicability of the Science Process Skills.

The gathered data is shared with appropriate staff members to help them understand student performance. The Cabinet Team (principal and assistant principals) meets twice a week to discuss school data, assess and evaluate instructional programs, and plan next steps for building the capacity of teachers to better meet the needs of their students. The members of the Standards Based Instructional Leadership Team (SBILT) meet weekly to focus on issues, content, and processes consistent with where we are on the continuum of implementing standards-based instruction. The team sets school goals as well as collect, analyze and monitor student performance results. The members of the School Leadership Team (SLT), consisting of parents, teachers, and principal, meet monthly to discuss school-wide issues that may include programming, school data, Comprehensive Education Plan, etc. The Data Inquiry Team meets weekly to track targeted student progress, discuss long and short-term goals, as well as use gathered data to discuss implications for instruction on a school-wide level. A case study (encompassing the collected data) is written so that appropriate implementation of effective and non-effective instructional strategies can be shared with others. Members of the Academic Intervention Team (AIT) analyze the above mentioned data to identify at-risk students. In addition to disseminating data during professional development and weekly common planning periods, a **school newsletter**, highlighting key aspects, is distributed to all staff members.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

I.S. 61 relies on data that is used to assess the quality of teaching and learning through the use of various assessment instruments for diagnosing individual students. This wide array of data is used to identify strengths and weaknesses and to develop improvement strategies. In addition to formal assessments such as the NYS English Language Arts exam and the NYSESLAT, I.S. 61 collects a variety of formative and summative assessments. As a result of our findings our teachers develop lessons that use scaffolding methodologies such as modeling, bridging, schema building, graphic organizers and semantic maps. Balanced Literacy within the workshop model facilitates instruction and practice in a small-group setting. ESL, ELA, and Social Studies teachers co-teach to focus on instruction aligned to the standards and incorporating Balanced Literacy strategies such as daily writing, work stations, literature circles, conferring, and writer's workshop.

Our school has worked diligently during the past years to create a full balanced-literacy environment and completely adopt the workshop model into all content area curriculums. One of our main goals for the past two years has been to incorporate differentiated instruction into this model by focusing on

learning styles, multiple intelligences, and pre-/post-assessment results that gauge student levels of need and assess learning. In addition, we have promoted the use of flexible grouping in each classroom in order to foster this differentiation. This year (2008-2009 school year), our focus is to tier instruction in all content area classrooms so that students are being challenged at their independent level of learning and being asked questions that are leveled based on each tier in Bloom's Taxonomy. It is our goal that, by the end of this academic year, the tiering structure will be fully implemented into all content area classrooms so that students continuously produce work at independent levels while at the same time being challenged through tasks given and questions asked. With the success of this implementation, not only will our school have a decrease in both Levels 1 and 2, but the number of students obtaining Levels 3 and 4 will increase enough so that we will no longer be listed as a "School in Need of Improvement (SINI)."

In addition to the above mentioned practices, listed below are additional strategies that are currently used for improving instruction and student performance in:

- English Language Arts include the implementation of the America's Choice balanced literacy model in all grades. This model provides systemic supplemental professional development because it is based on proven methods of early detection, intervention, and acceleration. Teachers use DRAs, formal and informal assessments, to plan and differentiate instruction to meet various students in their zone of proximal development. ELA/ESL Teachers maintain a T.A.N (*Teacher's Assessment Notebook*). These T.A.Ns are used to diagnose and document student needs, and prescribe appropriate intervention strategies. Incorporating workstations during the work period is an example of the differentiation, which include scaffolding work period activities to meet individual student needs.

Genre and author studies are being revised in ELA so that they are more academically rigorous for higher functioning students. Although data is being used to plan and develop lessons, teachers (ELA/ESL in particular) are designing instruction that incorporate tiered activities that do not solely focus on learning styles.

- Mathematics include grades 6, 7, and 8 students using *Impact Mathematics* as the primary vehicle for math instruction teachers use *Student Support Logs* (SSL) as means of focusing on instruction based on individualized student needs.
 - The standard based culminating activities will reflect the collaborative effort of students.
 - Pre and Post unit assessments
 - Results from grouping students based on their needs and differentiated instruction during the work period
 - Conferences with students and use of a Student Support Log to monitor student progress
 - Student portfolios
- Science includes offering all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world by incorporating hands-on experiments and long term data gathering and/or interpretation into the classroom. In Science, teachers observe, record, and analyze student data through the use of the *S.A.N.* (Science Assessment Notebook) to provide instruction based on the individualized needs of students. The *S.A.N.* focuses on student comprehension and applicability of the Science Process Skills.
 - All three grade levels are using the science spiral curriculum.
 - Teachers will incorporate read alouds and paired reading during lessons to present information from textbooks/workbooks related to the science spiral curriculum.
 - Teachers will develop tiered questions to differentiate instruction during the work period.

- **Social Studies:** In social studies teachers record and utilize student data through the use of the H.A.N. (Historian’s Assessment Notebook) in order to provide targeted intervention for the purpose of achieving the following goals:
 - Promoting literacy in the content area through the use of ExC-ELL vocabulary acquisition strategies and literacy strategies for the purpose of:
 1. Increasing the understanding of tier 2 words for use throughout every discipline which supports the understanding of content-specific tier 3 words learned in context.
 2. Supporting the ELA department by providing our students with the necessary resources to excel in every content area.
 - Addressing individual student needs through the H.A.N. including items skills analysis, pre and post test analysis, the DRA, class work, and 7th and 8th grade unit assessments to promote content literacy as well as content skills ability.
 - Providing a challenging environment for students and fostering individual learning through the use of differentiated strategies in daily lessons. These strategies will be apparent through the manipulation of materials, timing, and products, and as evidenced by teacher observations and student work throughout the year.
 - In effort to increase the use of literacy strategies in the content areas, the social studies department will infuse the historical fiction genre study into their curriculum. This will support the ongoing efforts within the ELA classroom and use content area knowledge to increase proficiency in literacy.
- SES Programs such as *Supreme Evaluations* as well as *New York Junior Tennis League & The Sports and Arts Foundation*: Provide services and opportunities that address the academic, social and health needs of the students. These programs take place after school, Monday thru Friday, as well as during the winter and summer months. In addition to the various non academic activities, students are also provided with academic support in literacy and mathematics.
- Title III before school and after school programs that help address students’ needs in literacy and mathematics.

3. Instruction by highly qualified staff.

Instruction by highly qualified staff will take a data-driven approach to improving student performance, using item skills analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed City and State performance standards, student in grades 6-8 will be administered periodic assessments in reading and mathematics. Item skills analysis generated from these assessments (ACUITY, Scantron Performance Series, pre & post unit assessments) will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Other assessments, both formal and informal, will also be used to drive instruction. These assessments will help teachers make appropriate decisions as they utilize differentiated instructional practices to plan lessons and activities for small group instruction.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

As a result of our findings, I.S. 61 has aligned its instruction and resources around providing professional development to help address student and teacher needs. Through collaboration and staff development, teachers are trained to differentiate instruction to meet the needs of ELLs. All teachers received the **Applying Differentiation Strategies: Teacher's Handbook For Secondary** and the professional development that was aligned with the contents of the handbook. We have also continued our affiliation with ***QTEL (Quality Teaching for English Learners (WestEd))***, ***ExC-ELL (Expediting Content for English Language Learners)*** and ***RIGOR (Reading Instructional Goal for Older Readers)***. These programs help students become successful learners as well as develop scaffolding strategies in literacy, ESL and the content areas.

Committees such as the Cabinet Team and Standards Based Instructional Leadership Team review and discuss specific professional development activities that are anchored on an objective over a period of time to improve students' demonstrated knowledge and skill in reading, writing and mathematics, as measured by portfolios of student work, curriculum-based assessments and state assessments. The instructional development offered by America's Choice is relayed to the teachers through off-site locations, the school's professional development sessions, planning sessions, modeling periods, and coaching support. Social Studies and ESL includes combined professional development with methods for incorporating comprehension strategies as well as implementation of a co-teaching model into these subject areas. This includes emphasis on literacy, vocabulary development, and language acquisition strategies.

Literacy coach and Lead Teacher schedule and conduct workshops on the components of the America's Choice (NCEE) balanced literacy program: on grade level genre and author studies, 6th and 7th grade Ramp-Up for the struggling readers. In addition, workshops focusing on differentiating instruction using data such as the DRA and Multiple Intelligence Survey have also been embedded into the framework of each of the professional development sessions. The Math Coach schedules and conducts workshops incorporating the elements of the America's Choice School Design and Impact Math. Each professional development session focuses on gathering and analyzing student data, differentiating instruction using tiered activities in each lesson, and grouping students based formal and informal assessments.

Lead and model teachers establish a model balanced literacy/math class. These teachers also have time to debrief with teachers after demonstration lessons as well as establish one-on-one planning sessions. Lead teachers have a collaborative planning period in their daily schedules. In addition, in lieu of a homeroom, these teachers use that time to plan together and analyze student work, which will help them identify teacher and student needs within both content areas. Qualitative and quantitative data are obtained to develop further planning sessions and appropriate usage of specific instructional practices.

Common planning periods have provided teachers with the opportunity to discuss best practices as well as curriculum implementation. Data Inquiry team members, ELA teachers, and AIS teachers of the selected students meet to discuss effective and ineffective strategies, which are then turn-keyed in a professional development or common planning setting.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Teacher resource center and professional library supported by literacy and math coaches to promote good and effective practices
 - Intensive criteria for selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing
 - Professional literature and focused professional study groups to support teaching reading and writing in the content area

- Participate in Job Fairs; interviewing and selection of staff establish partnership with Queens College Secondary Education Dept. in supporting student teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Our parent coordinator and community coordinator will continue to actively involve parents in their child's education. They will continue to expand and enhance their role as a member of our Instructional Leadership Team. They are instrumental as liaisons among parents and the community. In addition, our parent coordinator and community coordinator will disseminate information to parents regarding NYS Standards and NYC promotional policy, as well as progress regarding the implementation of I.S. 61's instructional school design.

In collaboration with the principal, parent coordinator, community coordinator, and School Leadership Team, 1% of Title I funds (\$15,279) will be used to continue with the implementation the following interventions and strategies to increase parental involvement for the 2008-2009 school year:

- **Queens Congregation United for Action (QCUA):** Empower and Educate Parents to get more involved in their children's education. The principal and parent coordinator meet with parents and members of QCUA once a month to discuss ways to increase parent involvement and to discuss parent concerns.
- **New York City Department of Education office of Adult and Continuing Education:** Adult ESL classes that take place at I.S. 61 during the school day as well as night. There are currently 5 ESL classes and on Spanish GED class.
- **Every Person Influences Children (EPIC):** Provide parent trainings in various topics.
- **SCO Family of Services Development Center:** Helps parents identify and apply for different human service programs. Also, provide legal services to our parents. We have a direct referral system with this organization.
- **Coalition for Educational Justice (CEJ):** Coalition for Educational Justice (CEJ) is a non-profit, grassroots, multiracial, membership organization that advocates for the needs of students and parents – with a focus on working-class communities and communities of color – and the needs of teachers. CEJ bases its work on the ideas that high-quality education is a human right, and that human rights are the leading social and economic priority. The principal and parent coordinator meet with parents and member of this organization.
- **Urban Advantage-** Urban Advantage is a groundbreaking citywide science education initiative that connects middle schools, their teachers, students, and families with the excitement and process of scientific discovery and learning that takes place in eight renowned science-rich cultural institutions.
- **Parents As Arts Partners-** Through PAAP grant experiences, parents get the opportunity to become artists in a range of mediums – from mural painting to songwriting – and they learn how arts programs connect to and enhance their child's total education. CAE's primary goal for the PAAP grant program is to encourage parents to become supporters of arts education in New York City public schools by providing quality arts learning experiences for parents and families. The program was initially created on the basis of research that demonstrated the

positive impact of parental involvement on a child's success in school and the effectiveness of the arts as a means of cultivating that involvement. Our art teachers meet with this artist from the Queens Museum of Arts on Saturdays.

- **Cornell University Cooperative Extension Nutrition Workshops:** Educate parents on the importance of developing healthy eating habits. Teach parents hands-on how to cook healthy meals for their families. They meet with parents once a week.
- **Lefrak Community Youth and Adults Activities Association Inc:** We collaborated with this organization for the Turkey Giveaway in November 2007. They provide leadership and promote community and school partnership.
- **Computers for Youth (CFY):** This organization strives to close the learning gap between low-income children and their more affluent peers by improving the home learning environment. **CFY** partners with public schools in low-income communities and offers all 6th grade families a home computer with educational software, Internet access and web content. Participating families attend a half-day training on the computer which they then take home. CFY coordinates workshops to help parents become better learning partners and trains teachers to use home technology to improve student performance. CFY helps improve the quality of home-based educational software by identifying the best up-and-coming products and then increasing their visibility among school districts, investors, and others in the industry. CFY and I.S. 61 have developed a partnership with this organization since the school year 2005-2006.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NOT APPLICABLE FOR I.S. 61

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

I.S. 61 teachers will continue to take a data-driven approach in improving student performance, using item skills analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. They will provide ongoing assessment, both formal and informal, in order to meet and exceed State performance standards. Our school's Standards Based Instructional Leadership Team consisting of the principal, assistant principals, coaches, content area teachers and UFT delegate, meets once a week. By meeting together they are able to strategically build capacity and sustain change to produce and maintain high levels of student achievement as well as align standards, curriculum, assessment, instruction and instructional materials to improve performance capabilities of students, teachers and administrators. Parents are informed of the findings at PTA meetings and Parent Teacher Conferences.

Content Area teachers meet with the principal and assistant principal to discuss the contents of their assessment notebooks, their efforts to use it to guide instruction in their classroom and provide each teacher with feedback. The meeting also provides an opportunity to further analyze department goals and objectives, and evaluate what was discussed to develop differentiated professional development sessions that focus on teacher needs.

Samples of students' writing were periodically analyzed by Literacy Team members. The literacy team comprised of the ELA Assistant Principal, Literacy Coaches, and Lead Teachers, meet regularly to discuss the needs of our student population based on findings in informal/formal assessments (Teacher Assessment Notebooks, ATS, Interim Assessment Reports, Developmental Reading Assessment, and State exams as reported on the annual school report card).

In addition to department and academy conferences, which allow teachers to meet and discuss goals and instructional issues, a UFT consultation committee meets monthly with the principal to help foster a professional environment where decisions are made collaboratively and discourse is centered on improving student achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Student support services ensure that students develop literacy skills, life skills and positive personal attributes that will enable them to meet state standards as well as be successful in their personal endeavors. In addition to focusing on student academic performance, other issues associated with "at-risk youth" are also taken into account. The school's Pupil Personnel Team, with representation by administration, staff, parent, and support personnel (guidance counselors, school psychologist, etc.) tailors pupil personnel services and policies to meet the needs of our educational community and individual students. Our Pupil Personnel Team focuses on creating individual student intervention plans, implementing attendance plans, and integrating school and community resources, as well as making recommendations for school related services such as counseling, AIS, and other appropriate interventions.

Academic Intervention Team monitors the at-risk students by meeting weekly to identify student individual areas of need, to determine appropriate interventions to address those areas of need, to evaluate student progress and the effectiveness of student services, and to make modifications to those services as needed. The AIS providers have the following intervention strategies/programs available for them to use, depending on the needs of the student: Wilson, Great Leaps, Rewards, Great Leaps Mathematics, Classroom Inc., Jamestown Reading Navigator, Read 180, Riverdeep Destination Math, Tabula Digita, Accelerated Math, Achieve 3000. Students in the 37 1/2 minute and extended day programs are provided with instruction that is planned according to their needs.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

I.S. 61 recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school has to expand beyond traditional definitions of teaching and education. Thus, we are able to provide services and opportunities that address the academic, social and health needs of the community by establishing partnerships with several community-based organizations. These partnerships include:

- Queens Congregation United for Action (QCUA)
- New York City Department of Education office of Adult and Continuing Education
- Every Person Influences Children (EPIC)
- SCO Family of Services Development Center
- Coalition for Educational Justice (CEJ)

- Urban Advantage
- Parents As Arts Partners
- Cornell University Cooperative Extension Nutrition Workshops
- Lefrak Community Youth and Adults Activities Association Inc.
- New York Junior Tennis League & The Sports and Arts Foundation
- Manhattan New Music Project
- Computers for Youth (CFY)
- Legal-Aide Society
- City Harvest

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Restructuring **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

In the school year 2007-2008, the school’s accountability and status report indicated that Adequate Yearly Progress (AYP) was not achieved in English Language Arts with those students who were ELLs, Hispanic, and economically disadvantaged. Students with disabilities made AYP due to safe harbor. AYP status was attained for the 2008-2009 school year. Students with disabilities did not achieve the target score, while ELLs, Hispanic students, and students that are economically disadvantaged achieved AYP due to safe harbor. Our target populations (including those that met safe harbor) have currently been identified as the following: 70.6% of our ELLs are economically disadvantaged; 87.6% of our ELL students are Hispanic; and 61% of our Hispanic ELL students are also economically disadvantaged. This data indicates that the three subgroups are directly linked and that implementation of specific instructional strategies should continue to focus on these three subgroups in order attain AYP. The data also suggests that not only do ELLs confront the difficulties of learning a new language (often without English-speaking support at home), they must also cope with the academic challenges typically associated with poverty. Some of these challenges include: caring for a younger sibling while the parent is at work and is unable to afford child care; unable to afford instructional supplies or one-on-one tutoring; parent/guardian is not able to assist with their child’s academic needs due to their own educational background.

The 2008-2009 NYC Progress Report indicates that although exemplary proficiency gains (23.8%) were made with ELLs on the 2008 NYS ELA exam, exemplary gains were not evident with students with disabilities. Gathered data also indicated that 20% of ELL students (two consecutive years taking the NYS ELA exam), however, decreased in proficiency rating. These results indicate that though ELL students are not at the same level with students of the general population, their scores demonstrate that those students who are closer to English proficiency score higher than those students who are at the beginner or intermediate levels. Over time, with the application of appropriate instructional strategies, ELL students will be at par with monolingual students. In terms of implications for classroom instruction, students should be given opportunities to write about what they have observed or learned. Less English proficient ELLs can be paired to work with other, more proficient students or be encouraged to include illustrations when they report their observations. The classroom environment should also ensure that there are substantive opportunities for students to use oral and written language to define, summarize, and report on activities. Learning takes place often through students' efforts to summarize what they have observed, explain their ideas about a topic to others, and answer questions about their presentations. ELL students' language proficiency may not be fully equal to the task; however, they should be encouraged to present their ideas using the oral, written, and nonlinguistic communication skills they do have. This can be supplemented through small group work where students learn from each other as they record observations and prepare oral presentations.

¹ School Under Registration Review (SURR)

Language is central to learning for all students, ELLs and native English speakers alike. Through experience in trying to express ideas, formulate questions, and explain solutions, students' use of language supports their development of higher order thinking skills. Although ELL students come from diverse backgrounds, they have several common needs. Certainly, they need to build their oral English skills. They also need to acquire reading and writing skills in English, and they must attempt to maintain a learning continuum in the content areas (e.g., social studies, mathematics and science). 11% of the students during 2008- 2009 school year were recent immigrants. Some of these ELLs came from countries where schooling is very different. Other ELL students may have large gaps in their schooling while others may not have had any formal schooling (approximately 10% of our ELLs are SIFE) and may lack important native language literacy skills that one would normally expect for students of their age. The important point to remember, however, is that any individual student presents a profile of aptitudes and abilities in subject areas and skills, and that this is true for students who are learning English as much as for native English speakers. However, the student who is learning English will have more trouble in expressing his or her level of understanding and capabilities in the second language, English.

Students with disabilities have also shown a history of low academic performance. They tend to have difficulty with cognitive and metacognitive processes. These students generally are those who lack awareness of the skills, strategies, and resources that are needed to perform a task and who fail to use self-regulatory mechanisms to complete tasks. Specifically, these students are described as having difficulty in identifying and selecting appropriate strategies, and organizing information. In mathematics, for example, because math symbols represent a way to express concepts, language skills become very important to math achievement. The use of language is requisite for calculations and word problems. In computing, language skills are needed to systematize the recall and use of many steps, rules, and math facts. The reading demands of word problems increase in each grade level. Irrelevant numerical and linguistic information in word problems is especially troublesome for many students with learning disabilities. Moreover, many students with learning disabilities have reading difficulties that interfere with their ability to solve word problems.

Academic intervention services must be made available to students with disabilities on the same basis as non-disabled students, provided, however, that such services are provided to the extent consistent with the student's individualized education program. Like all students, students with disabilities must have access to additional instruction which supplements the instruction provided in the general education curriculum and assists students in meeting the state learning standards and/or student support services including guidance counseling, attendance and study skills which are needed to help improve a student's academic performance.

8.6% of the student population is transient. This makes it difficult for students to receive continuity in their education. It also makes it difficult for teachers to appropriately address student needs. When students come in the middle of the year, teachers need to assess students' abilities and skills. Many times, these students are not on the same instructional level as the rest of the students in the class. Students and teachers, therefore, struggle to make sure that appropriate means are taken to address the academic concerns.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

It is evident, based on the school's 2008-2009 Accountability Status report, that the instructional practices that have been implemented over the past few years have helped make improvements in English Language Arts; especially those students in the targeted subgroups. Current and past practices (see Section IV: Needs Assessment) have been effective in regards to achieving safe harbor with the targeted subgroups (excluding students with disabilities). The implementation of tiering instruction in all content areas, an instructional practice that will be embedded within the current instructional model, will help maintain student progress as well as help those students with disabilities. Instructional materials will be tailored to the

specific needs of the students and the instructional strategies will be unique to each ability group. Tiered activities will help students focus on essential understandings and skills, but at different levels of abstractness, complexity, and open-endedness. By keeping the focus of the activity the same, but providing different routes of access at varying degrees of difficulty, we will essentially be expanding the likelihood that each student comes away with key skills and understandings, and that each student is appropriately challenged. These varied learning activities will also keep students motivated and on task. This results in a high level of student interest as well as appeals to a wide variety of individual learning styles.

Leonardo da Vinci I.S. 61 has five academic support teams (AST). Each support team is comprised of an assistant principal, dean, guidance counselor, AIS Teacher, Literacy Specialist, and a Mathematics Specialist. These support teams meet on a weekly basis and are responsible for the following duties:

- Analyze data to drive decisions (Test scores, teacher observations, DRA results, periodic assessments such as ACUITY and Performance Series)
- Identify targeted students and categorize by established criteria
- Implement Personal Intervention Plans and recommend appropriate intervention strategies (i.e. Wilson, Great Leaps, Rewards, Great Leaps Mathematics, Classroom Inc., Jamestown Reading Navigator, Read 180, Riverdeep Destination Math, Tabula Digita, Accelerated Math, Achieve 3000.)
- Meet with teachers and providers to monitor and assess student progress
- Provide AIS services within other content areas (i.e. science and social studies)
- Maintain contact with parents and teachers to discuss interventions and progress of individual students

In addition to the five academic support teams, the following practices/instructional programs will continue to be implemented:

- Communicate with parents via an automated phone messaging system. The automated system delivers school messages to a live person, an answering machine or voice mail system. It is used to notify parents if their child is reported absent from school, alert parents of PTA meetings and when report cards are issued as well as of other important school matters such as NYS assessment exams.
- SES Programs such as *Supreme Evaluations* as well as *New York Junior Tennis League & The Sports and Arts Foundation*: Provide services and opportunities that address the academic, social and health needs of the students. These programs take place after school, Monday thru Friday, as well as during the winter and summer months. In addition to the various non academic activities, students are also provided with academic support in literacy and mathematics.
- Title III before school and after school programs that help address students' needs in literacy and mathematics.

Data driven instruction that promotes the use of flexible grouping in each classroom in order to foster differentiation. Instruction will be tiered in all content area classrooms so that students are being challenged at their independent level of learning and being asked questions that are leveled based on each tier in Bloom's Taxonomy

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

I.S. 61 has aligned its instruction and resources around providing professional development to help address student and teacher needs. Through collaboration and staff development, teachers are trained to differentiate instruction to meet the needs of ELLs. All teachers received the **Applying Differentiation Strategies: Teacher's Handbook For Secondary** and the professional development that was aligned with the contents of the handbook. We have also continued our affiliation with ***QTEL (Quality Teaching for English Learners (WestEd))***, ***ExC-ELL (Expediting Content for English Language Learners)*** and ***RIGOR (Reading Instructional Goal for Older Readers)***. These programs help students become successful learners as well as develop scaffolding strategies in literacy, ESL and the content areas.

Committees such as the Cabinet Team and Standards Based Instructional Leadership Team review and discuss specific professional development activities that are anchored on an objective over a period of time to improve students' demonstrated knowledge and skill in reading, writing and mathematics, as measured by portfolios of student work, curriculum-based assessments and state assessments. The instructional development offered by America's Choice is relayed to the teachers through off-site locations, the school's professional development sessions, planning sessions, modeling periods, and coaching support. Literacy and mathematics coaches assist teachers in the process of implementing specific instructional strategies within the ELA and Math classrooms. These coaches are used to help reinforce the instructional initiatives that have been taking place in ELA and Math as well as assist science and social studies teachers with differentiating lessons and incorporating tiered activities within the work period.

Literacy coach and Lead Teacher schedule and conduct workshops on the components of the America's Choice (NCEE) balanced literacy program: on grade level genre and author studies, 6th and 7th grade Ramp-Up for the struggling readers. In addition, workshops focusing on differentiating instruction using data such as the DRA and Multiple Intelligence Survey have also been embedded into the framework of each of the professional development sessions. Math Coach and Lead Teacher schedule and conduct workshops incorporating the elements of the America's Choice School Design and Impact Math. Each professional development session focuses on gathering and analyzing student data, differentiating instruction using tiered activities in each lesson, and grouping students based formal and informal assessments.

Lead and model teachers establish a model balanced literacy/math class. These teachers also have time to debrief with teachers after demonstration lessons as well as establish one-on-one planning sessions. Lead teachers have a collaborative planning period in their daily schedules. In addition, these teachers plan together and analyze student work, which will help them identify teacher and student needs within both content areas. Qualitative and quantitative data are obtained to develop further planning sessions and appropriate usage of specific instructional practices.

Academy-level inquiry planning periods have provided teachers with the opportunity to discuss best practices as well as targeted interventions for students identified in subgroups. Data Inquiry team members, ELA teachers, and AIS teachers of selected inquiry students meet to discuss effective and ineffective strategies, which are then turn-keyed in a professional development or common planning setting.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

First and second year teachers will be assigned to mentors to help provide additional instructional support. Mentoring sessions will include some of the following practices: set goals, plan (agendas and action plans) and establish targets; review progress in implementing content specific instructional design; collect, analyze and monitor student performance results. By meeting together, teachers and mentors will be able strategically build capacity and sustain change to produce and maintain high levels of student achievement as well as align standards, curriculum, assessment, instruction and instructional materials to improve performance capabilities of students and teachers.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Our parent coordinator and community coordinator will assist us in the process of notifying parents about the school's identification for school improvement as well as continue to actively involve parents in their child's education. They will continue to expand and enhance their role as a member of our Instructional Leadership Team, where its members consisting of parents, teachers, and principal, meet monthly to discuss school-wide issues that may include school data as well as the school's current status. Utilizing existing committees and personal that include the School Leadership Team, parent coordinator, community coordinator, and Parent Association, I.S. 61 will disseminate information to the parents of our students to effectively communicate the findings of our needs assessment. The following additional practices will continue to be used:

- Conduct informal and formal discussions with parents & community members
- Parent Coordinator, Community Coordinator and PTA President will collect data based on parent surveys
- All needs assessment findings will be discussed during PTA meetings and School Leadership Team meetings
- Communicate with parents via an automated phone messaging system. The automated system delivers school messages to a live person, an answering machine or voice mail system. It is used to notify parents if their child is reported absent from school, alert parents of PTA meetings and when report cards are issued as well as of other important school matters such as NYS assessment exams.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

In January of 2009, an ELA Curriculum Planning Team was formed in an effort to analyze the current curriculum being utilized by the department. Members of this team were comprised of teachers on every grade level, literacy coaches, the Assistant Principal overseeing the ELA Department, and the Principal. This group first analyzed results from the NYS ELA exam for a three year period and identified a need for a revamp in the curriculum as being the need to pair fiction with non-fiction during each unit of study presented. This team then created a model unit which began to roll out in the fall of 2009.

1A2: Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Leonardo da Vinci Intermediate School 61Q utilized a standards-based, balanced literacy workshop model curriculum for the 2008-2009 school year. Each grade level (6, 7, and 8) was provided with a pacing calendar for the school year which included units of study for the genres of fiction, non-fiction, and grade appropriate author studies. In addition, each grade was also provided with pacing calendars that addressed the needs of students performing below, on, and above state standards as measured by the NYS ELA exam for 2007-2008. Although our school began its focus for pre assessing the writing produced by our students, we were not pre assessing their needs based on being able to first read the material being presented and utilized for the written piece in the studied genre. It is because of this that we believe the work being produced was not meeting or exceeding the standards expected at each grade level.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

There is currently a curriculum writing team in place, comprised of 6th, 7th, and 8th grade ELA teachers and peer coaches. This team is in the process of revamping the ELA curriculum for the following two goals:

MAY 2009

1. Create a pre and post reading assessment for each unit of study taught on all grades and levels. Each assessment will focus on a reading skill tested on the NYS ELA exam for the targeted grade level. In addition, it will be aligned based on state standards for reading and appropriately paired with the unit of study in the pacing calendar.
 2. Each unit being taught will now have both fiction and non-fiction components (pairing texts). It has been noted in our study of the Items Skills Analysis from the 2009 NYS ELA exam, that a large majority of students are having difficulty with being able to "Read to collect and interpret data, facts, and ideas from multiple sources." By doing this, we believe that students will learn to identify the connection between both fiction and non-fiction texts and be able to extract the information necessary to both formulate and advance a judgment to their reader.
-

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

I.S. 61 frequently assess whether primary mathematics instructional materials are aligned with the New York state *content strands* and *process strands*. Each year, I.S. 61 ensures that its curriculum is aligned with state standards by incorporating the following practices into a professional development setting:

- Teachers are made aware about the standards and when they are to be addressed as means of making significant gains in aligning curriculum with state standards.
- A review of the standards is done to determine at which grade level and in what unit (1) the standard is introduced, (2) the standard is emphasized, and (3) the standard is assessed. This process makes certain that all standards are taught and assessed at some point during the school year as well as identifies areas that are neglected or over-emphasized.
- Assistant principal, the math coach, and math teachers collaborate to discuss the materials that are used most of the time, rather than use abstract curriculum guides or plans. These planning sessions analyze copies of the math textbooks that are used, unit plans, and supplementary instructional materials.

The net effect of this kind of planning is that the school is able to map its existing curriculum onto state standards and assessments. A structured plan of action is embedded within the framework of professional development. This process provides the additional benefits of opening up the curriculum to thorough internal review, stimulating dialog within discipline on how to approach the standards, and the sharing of effective instructional strategies.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

I.S. 61's curriculum alignment has assured that the material taught in the school matches the standards and assessments set by the state for specific grade levels. I.S. 61's Mathematics Pacing Calendar is designed to help in planning curriculum for the year, which includes all of the necessary material for meeting the New York State standards in teaching mathematics. The pacing calendar is a tool to help concentrate time, effort, and resources to maximize student learning. It helps coordinate teaching efforts by assuring that all students are receiving consistent quality of

instruction and curriculum throughout the school building. Pre and Post unit assessments have been created, which have been aligned to the state standards as well as the state assessments. In addition, teachers are given copies of the state standards for each grade level in the school.

Students receive mathematics instruction during a 90-minute block each day. A full-time math coach will support the effective implementation of the program through focused, on-site math staff development. Our program focuses on instruction based on individualized student needs in mathematics. Teachers utilize both formal and informal assessments, student portfolios and teacher-student conferences to individualize instruction. Our educational practices provide a rigorous instructional program in math so students meet and exceed the State Standards. This includes:

- Ongoing professional development on Balanced Mathematics
- Align the Pacing calendar with the New York State math standards
- Include flexible grouping based on students needs and differentiated instruction during the Work Period
- Focus Teaching through the use of Pre and Post unit testing
- Confer with students and use a Student Support Log to track student progress and enable the teachers to meet the diverse needs of each of their students
- Use of the data ongoing student needs assessment in mathematics
- AIS services for at risk students
- Giving students the opportunity to engage in purposeful mathematics activities and conversations
- Use of manipulatives in the math lesson
- Use technology in the mathematics classroom; Smart Board, Geometers Sketchpad

Effective professional development is connected to questions of content and pedagogy that are related to instructional practices as well as general effective teaching practices. The implementation of this practice will incorporate the principle of learning known as socializing intelligence. Intelligence is a set of problem solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. Intelligence is equally a set of beliefs about one's right and obligation to understand and make sense of the world, and one's capacity to figure things out over time. Intelligent habits of mind are learned through the daily expectations placed on the learner. Professional development, therefore, is designed to develop the capacity of teachers to work collectively on problems of practice as well as to support the knowledge and skill development of individual educators.

All of the above strategies allow I.S. 61 to align its instructional program along with the principles of learning; where students, teachers, and others are provided with clear expectations as well as given the opportunity to organize for effort and maintain an academically rigorous curriculum.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Our school has an organized Standards-Based Instructional Leadership Team which met on a weekly basis during the 2008-2009 school-year. This team was responsible for periodically going out into classrooms to assess classroom environment, level of instruction, level of student engagement, etc. The results of the obtained information were then used to determine the type and level of professional development that would be offered during both department and academy meeting times.

2A.2 Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Leonardo da Vinci Intermediate School 61Q has all staff and students completely emmersed in a workshop model structure in all content areas (making necessary modifications by department). In all English Language Arts classrooms, students are grouped based on areas of need, as determined by formal and informal assessment (i.e. NYS ELA Item Skills Analysis, Diagnostic Reading Assessment [DRA] results, pre-/post- assessments for both reading and writing, etc.). Teachers deliver instruction through the use of a mini-lesson, check for understanding by actively engaging students in a quick activity, and then having students work collaboratively during the work period. At this time, students are working on one of three tiered tasks provided

based on their individual level of need (as determined by a pre-assessment). Tasks are created for students who are performing below, on, or above standards for the unit of study being presented at that time.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has an organized Standards-Based Instructional Leadership Team which met on a weekly basis during the 2008-2009 school-year. This team was responsible for periodically going out into classrooms to assess classroom environment, level of instruction, level of student engagement, etc. The results of the obtained information were then used to determine the type and level of professional development that would be offered during both department and academy meeting times.

2A.2 Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Leonardo da Vinci Intermediate School 61Q has all staff and students completely emmersed in a workshop model structure in all content areas (making necessary modifications by department). In all English Language Arts classrooms, students are grouped based on areas of need, as determined by formal and informal assessment (i.e. NYS ELA Item Skills Analysis, Diagnostic Reading Assessment [DRA] results, pre-/post- assessments for both reading and writing, etc.). Teachers deliver instruction through the use of a mini-lesson, check for understanding by actively engaging students in a quick activity, and then having students work collaboratively during the work period. At this time, students are working on one of three tiered tasks provided based on their individual level of need (as determined by a pre-assessment). Tasks are created for students who are performing below, on, or above standards for the unit of study being presented at that time.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In addition to assessing curriculum and analyzing data (gathered from formal and informal assessments that show student progress), the principal, assistant principal, math coach, and other school personnel, conduct instructional focus walks that are designed to assess whether the state's findings is relevant to the school's educational program. This process focuses on the collection of qualitative data that is gathered

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

from observing mathematics classrooms and the instruction that is provided. Evidence of the following instructional practices will demonstrate if the findings are true:

- An instructional agenda is clearly displayed and indicates the objective of the lesson in relation to the state standards as well as the school's pacing calendar.
- A mini-lesson is conducted; where mathematical concepts are introduced and problem solving strategies are modeled by the teacher.
- Student work period activities are tiered to address the individual needs of students.
- The use of a Student Support Logs (S.S.L.) is evident due to the grouping of students and planning of instruction. The collected data, within the S.S.L., makes use of a variety of data, including pre and post unit assessments that are aligned to the state standards.
- If applicable, manipulatives and/or computer software programs are used to assist in the students' learning process.
- Accountable talk among students, facilitated by the use of cooperative learning strategies, is evident throughout the lesson.
- Source books are used. Student source books will have entries regarding the topics that students have learned. This gives teachers a general understanding of what a student has learned from their lesson as well as provides students with an opportunity to self-reflect on their own learning process in regards to the state standards. A *Table of Contents* should be posted in the room and provide the dates and topics of what has been entered into the source books after certain lessons.
- The classroom should be a print rich environment with artifacts. Charts indicating various investigations conducted during lessons should be clearly evident and displayed. These artifacts help indicate various investigations conducted during lessons that can be used by your students as a form of reference. In essence, these artifacts create clear expectations; where models of student work can be discussed as well as provide students with the opportunity to judge their work with respect to the standards.
- Student work is posted along with an appropriate task and rubric as well as includes standards based comments. This provides a fair and credible evaluation that makes it clear for students on how they are progressing towards the expected standards.
- An interactive word wall is displayed in the classroom. These words should be accessible by placing them where every student can see them. Establishing these items will promote independence on the part of students as they work with words in writing and reading. It will also help develop a growing core of words that are important in understanding mathematical concepts and terms, in relation to the state standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our educational practices provide a rigorous instructional program in math so students meet and exceed the state standards through a balanced mathematics approach. The mathematics pacing calendar has been used as a resource to maximize student learning as well as align instruction to the standards in teaching mathematics. Students receive mathematics instruction during a 90-minute block. In mathematics classrooms, an instructional agenda is posted each day to present the objective of the lesson, to organize instruction according to the workshop model, as well as to set clear expectations for students. Teachers provide students with mini-lessons, where mathematical concepts are presented and problem solving strategies are modeled for students on a daily basis. By modeling for students, teachers are able to apply the principle of learning known as apprenticeship, which is essential when organizing learning environments where complex thinking is modeled and analyzed.

I.S. 61's mathematics program focuses on instruction based on individualized student needs in mathematics. Teachers utilize both formal and informal assessments, student portfolios and teacher-student conferences to individualize instruction. Mathematics teachers use *Student Support Logs* (SSL) as means of focusing on instruction based on individualized student needs. This data includes:

- Pre and Post unit assessments
- Results from grouping students based on their needs and differentiated instruction during the work period
- Conferences with students and use of a Student Support Log to monitor student progress

Students, during the work period, are assigned a different set of problems based on the instructional level of the students within their group; some groups will be assigned an advanced set of problems, some groups will be assigned an intermediate set of problems, and some groups will be assigned a beginner set of problems. By differentiating the set of problems, teachers are able to create multiple paths so that students of different abilities experience equally appropriate ways to use, develop, and present concepts as a part of their learning process.

Accountable talk is facilitated through the collaborative efforts of students working together during the work period and during the share segment of a lesson. The Double Jigsaw method is an instructional strategy that is utilized to differentiate the lesson as well as allow students to take greater responsibility and ownership for their own learning. After students work on their assigned set of problems, in their assigned group (homogeneously grouped), students return to their "base" groups (heterogeneously grouped) to discuss their findings. This provides students with opportunities for peer teaching and cooperative learning as each individual student becomes responsible for discussing what he or she has learned.

The use of technology in the mathematics classroom varies on the technological knowledge of each mathematics teacher. Smart Boards and ELMO's are limited, but available for teacher use in the classroom. Computer software such as Geometers Sketchpad, River Deep - Destination Math, Renaissance Accelerated Math, and Tabula Digita, are some additional instructional materials used to support individual student needs in the classroom.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Increased funding that will allow for the purchase of technology based instructional material, would help increase the utilization of technology in the mathematics classrooms. Although technology is being used in some mathematics classrooms, limited funding has hindered the opportunity to

purchase additional Smart Boards and software licenses that can be incorporated into all mathematics classrooms. In-house training and professional development, regarding the usage of this technology, would be provided throughout the course of the school year, for all mathematics teachers. If needed, additional follow-up support would be provided by the assistant principal, math coach, and/or technology liaison.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In an effort to decrease the high teacher turnover that I.S. 61 had experienced in previous years, our administrative cabinet implemented multiple support systems throughout our school. In addition to having administrative instructional specialists, our Standards-Based Instructional Leadership Team identified a need (through regular classroom visits and conversations with teachers) for instructional coaches in every content area. A need for weekly content area planning meetings, termed "Common Planning" was also identified. The "Instructional Coach" was a position created in each content area, mirroring that of the "Literacy Coach" position of previous years. By doing this, all content area teachers, new and veteran, were required to meet weekly for curriculum planning and other support services. This also allowed the administrative instructional specialists to offer support in a small-group setting.

3.2 Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We believe that, because of our concentrated effort in content area support, our teacher turnover rate has largely decreased since the 2007-08 school year. During that year, we started in the fall with 21 new teachers to our school building. After implementing the CPP, our turnover rate decreased for the Fall of the 2008-09 school year to 12 and even moreso this year, 2009-10, to only 6 new teachers to our school building. This strongly evidences the fact that we are losing less and less teachers each year to other teaching opportunities and transfers.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

MAY 2009

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Professional Development (PD) regarding ELL instruction was discussed at School-based Instructional Leadership Team meetings (SBILT) and faculty conferences during the 2008 – 2009 school year. In order to make these opportunities public we have required that teachers periodically access our server for all memos, including those regarding PD offerings for ELLs. Moreover, last school year and this school year the ELL Assistant Principal has included per session compensation in the SIFE grant for teachers to attend QTEL training during the school holidays in midwinter and spring. She has canvassed all teachers for this opportunity.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **Not Applicable**

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have been very fortunate to be continuing our partnership with the professional developers of NYC's **Quality Teaching for English Learners (Q-TEL)** initiative, which began when we were awarded the initial grant in October of 2006. These ELL experts have conducted in classroom coaching, as well as in school professional development workshops / meetings with the teachers and their supervisors. We currently have teachers in ELA, math, science, social studies, ESL, and NLA departments who have participated in at least the Building the Base course. Other Q-TEL projects included curriculum writing in math, ELA / ESL, and science. Last year, one of our ELA teachers served as our QTEL Coach for one third of her teaching schedule. Her focus had been to work with content area teachers to model effective comprehension strategies for nonfiction text, such as the Read Aloud, Anticipatory Guide, Vocabulary Review Protocol, etc. This year she is working on revamping the ELA curriculum, and making sure to include QTEL strategies in the lesson plans.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Providing and explaining ELL data to all teachers of ELLs is a crucial role of the Language Allocation Policy (LAP) team, particularly the ELL Assistant Principal and ELL Coordinator. Considering that our school has a large population of ELLs and former ELLs (forty percent are current ELLs and ninety percent of non-LEP students were ELLs at some point in their academic careers) each teacher will have had the opportunity to support this population during the course of a year or two. Teachers expect this data so that they can plan for differentiated instruction.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **Not Applicable**

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ELL Assistant Principal and ELL Coordinator periodically provide teachers with current ELL data. The RESI, RACL, RLER, RNMR, and RLAT are downloaded daily from ATS, and they extract information regarding students newly transferred and newly admitted so they can better track movement of ELLs to ensure that their placement best meets their needs. In order to help teachers to group students and inform instruction, teachers are provided with reports that indicate students' NYSESLAT scores, ELA and Math scores, and ELE scores (Spanish reading test) for Spanish bilingual students. In addition, Spanish speaking SIFE students are administered the Academic Language and Literacy Diagnostic (ALLD). Results are shared and discussed during department conferences and Inquiry team meetings.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general

education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

I.S. 61 utilizes a variety of methods to ensure that general education teachers, special education teachers, and school administrators have sufficient understanding of the types of instructional approaches that will help address the academic needs of student's with disabilities. In effort to assess whether state findings are relevant to the school, the following procedures are utilized:

- I.S. 61 Teacher Survey is used to gather teacher feedback regarding self-assessment of individual needs as well as the resources needed to drive instruction and develop focused professional development. Part of this survey assesses teachers' knowledge of the data regarding students with disabilities as well as assesses their knowledge in regards to how the data relates to their planning of instruction.
- Content area teachers meet with the principal and assistant principal to discuss the contents of their assessment notebooks, their efforts to use it to guide instruction in their classroom and provide each teacher with feedback. The meeting also provides an opportunity to further analyze department goals and objectives, and evaluate what was discussed to develop differentiated professional development sessions that focus on teacher needs. An assessment of a teacher's use of data, therefore, is made; in particular data that concerns addressing the needs of disabled students.
- Instructional focus walks in all classes with students with IEPs are conducted by the principal, assistant principal, Inquiry team members, and other school personnel. The findings from these walkthrough will determine whether classroom instruction is aligned to the data that addresses these student's needs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The following evidence supports the relevance of the state's findings regarding our school's educational program:

- The data gathered from the I.S. 61 Teacher Survey indicated that teachers' knowledge of incorporating appropriate instructional practices for students with disabilities was limited, and that additional resources and training is needed to develop appropriate tiered instruction.

- After meeting with content area teachers regarding the contents of their assessment notebooks, the principal and assistant principal acknowledged the need to further analyze and develop instructional goals addressing the needs of students with disabilities.
- The results of the instructional focus walks, in all classes with students with IEPs, indicated that the instruction provided by special education teachers was somewhat aligned to the students' needs, but the instructional practices implemented by general education teachers were not very effective.
- Department and Academy conferences, where the discussion of the use data and its implications for instruction, did not provide teachers with sufficient instructional strategies that address the needs of students with disabilities. The professional development that was provided focused solely on the collection of data, the analysis of data, and differentiating lessons based on informal assessments and formal assessments such as NYSELAT, NYS ELA exam, and NYS Mathematics exam. Professional development on the use of data gathered from an IEP has not been conducted.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

As students with disabilities participate in large-scale standards-based assessments, all staff members must understand the role that aligned IEPs play in giving these students opportunities to practice the skills necessary to succeed on these tests. In addition, the IEP team should consider a student's needs and skills in the general education curriculum before assigning accommodations that are based on the aligned IEP, and the team should determine what supports are necessary to ensure that the student is able to participate. Studies show that students with disabilities gain more opportunities to meet high expectations with appropriate supports and accommodations defined in the aligned IEP.

State standards provide a scope and sequence for content skills and knowledge so that teachers can choose appropriate goals for their students' needs. The school will implement policies that aid alignment to state standards as well as keep teachers (special education and general education) appropriately informed. In effort to do this, I.S. 61 will:

- Build upon established procedures to familiarize staff with the IEP process.
- Develop a time line for annual staff development on special education procedures and the impact that they have on instruction.
- Electronic copies of IEPs are available to all teachers who provide instruction/service to students SWD.
- Ensure that general education and special education teachers make adaptations and accommodations for each student as well as ensure that information on the IEPs, such as the teaching of access skills (such as study skills and social-emotional skills), are utilized so that it will allow the student with disabilities to participate in the general education curriculum.
- Increase the frequency of the general education teachers participating in IEP meetings.
- Provide professional development for all staff members that will demonstrate the components of an IEP, the instructional strategies written in an IEP, the teacher's role and responsibility in the IEP process, and the understanding of what accommodations are needed and how they are to be implemented in classroom instruction and assessment.
- Ensure that all of the components of Chapter 408 will be implemented. This will be an ongoing undertaking, with continued staff development through out the year.

I.S 61's essential goal is to involve a variety of participants in developing the IEP as means of increasing the number of professionals available to deliver the needed support and guidance. This more open perspective allows for the shared responsibility of educating children with disabilities among all involved professionals. With this shared responsibility, it is more likely that both the regular and special education daily programming will concentrate on the identified goals of the IEP. Their participation as a decision-making team will provide essential and relevant information, allow for evaluating data provided by other professionals, and enhance cooperation as team members. It is hoped that the expanded knowledge and awareness of the involved professionals and a more complete view of their services and expertise will result. When professionals understand the necessity for the IEP and the opportunity it provides for collaboration, dynamic planning, and successful implementation, the official intent of specially designed instruction will be fulfilled.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The IEP team, consisting of the assistant principal, school psychologist, school social worker, IEP teacher and special education teachers, will review IEPs to ensure that they are written in an effective and appropriate manner, as well as ensure that a student's goals and objectives are aligned with the performance indicators. Students with IEPs are observed by a member of the IEP team to ensure that what is specified on the IEP accurately depicts the student's needs within a class setting. The IEP team in calibration with the special education teachers annually review IEPs to insure that goals and objectives, testing accommodations and modifications for SWD are appropriate based on students strengths and deficits to access the general education curriculum.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

IEPs aligned to the performance indicators provides students with increased access to curricular content, enhanced collaboration between special education and general education teachers and focused instruction. The findings from the IEP committee have provided substantial evidence that dispels the relevance of the state's finding to our school's educational program. These findings include IEPs with:

- Current levels of students' educational performance which include students' strength and academic needs.
- Measurable SMART goals
- Appropriate special education program recommendations and related services
- Individualized participation with non-disabled students
- Method and frequency of student progress.
- Testing accommodations and/or modification of classroom environment
- Behavior intervention plans are developed based on a functional behavioral assessment for students social and emotional management needs.

In addition, IEP meetings, consisting of special education and general education teachers, parents, and students, are held throughout the year to develop an educational program that is tailored to the student's needs and provide documentation of a quality education based on those individual needs.

IEPs are reviewed at least annually, and SMART goals are updated as the student continues to demonstrate mastery. The attainment of the stated objectives is measured by daily performance as determined by the teacher and frequent objective measures of the student's ability to perform the skills needed to attain the goal.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
3
2. Please describe the services you are planning to provide to the STH population.
Each academy's guidance counselor, in conjunction with the school family worker, will maintain a close relationship with the Department of education liaison and staff in the temporary housing facility in order to provide the best help for the students and parents in temporary housing.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.