



INTERMEDIATE SCHOOL 61

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (24/Q/061)

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

TELEPHONE: 718-760-3233

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 61 **SCHOOL NAME:** IS 61-Leonardo DaVinci

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@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jennifer Miller

PRINCIPAL: Joseph J. Lisa

UFT CHAPTER LEADER: Joseph Natale

PARENTS' ASSOCIATION PRESIDENT: Jimmy Padilla

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** 208

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
Jimmy Padilla	*PA/PTA President or Designated Co-President	
Darius Jean Vernet	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Irene Novelino	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jean F. Bena-Kelly	Member/UFT	
Jennifer Miller	Member/Administrator	
Robert Aiello	Member/UFT	
Maria Priego	Member/Parent	
Marcelina Vega	Member/Parent	
Francia Sempertegui	Member/Parent	
Amapola Alvarez	Member/Parent	
Mery Berrio	Member/Parent	

Susana Santacruz	Parent Coordinator	
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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 2,256 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. Since the 2007-2008 school year, I.S. 61 has run a Gifted and Talented program for classes on the 6th, 7th, and 8th grade levels.

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)
- Teaching Matters

- Legal-Aide Society
- City Harvest

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input 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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					

DEMOGRAPHICS							
Number all others				Superintendent Suspensions			
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)			
<i>These students are included in the General and Special Education enrollment information above.</i>				2007-08	2008-09	2009-10	
				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)				2007-08	2008-09	2009-10	
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
				% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09
		<input type="checkbox"/> 2009-10		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		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**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet 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/Teacher 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 your school's 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?
-

Student Performance Trends and Greatest Accomplishments

An in-depth analysis of the 2010 Progress Report shows that while students are making AYP in mathematics, students are not making AYP for English Language Arts in several subgroups: Hispanic, Students with Disabilities, English Language Learners, and Economically Disadvantaged. In addition, students with disabilities did not make AYP for science. Due to the changes to the New York State ELA, it was predicted that student scores would be impacted negatively. In 2009 the ELA median proficiency rating was 3.02; for 2010 it was 2.5. This drop was slightly higher than the city-wide average of a 0.4 decrease on the exam.

During the 2009-2010 school year core subject teachers met weekly in Academy Inquiry Teams. Teachers analyzed school-wide trends and, more specifically, trends at the classroom and individual level. Five students considered to be in the school's lowest third were selected from each official class to be used in the study. Periodic assessments were administered, evaluated, individual work was designed, and the findings led to whole class implications. Previously the Data Inquiry Team recommended the implementation of tiered activities during the work period in all content areas, which continued this school year. 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.

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.

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). Teachers now utilize pre

& post tests at the start and end of each unit to analyze mastery in a given reading skill. Groups are differentiated based on the results of such exams. Work period activities are tiered based on readiness level, focusing on activities and questions asked. Classrooms now infuse paired/twin texts into units of study. The pacing calendar is aligned with those of math, science and social studies in an effort to create interdisciplinary planning.

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 part-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. During the 2009-2010 school year, RESO-A funding was used to purchase interactive white boards and three-dimensional document cameras for 15 science classrooms. These items will increase hands-on learning and promote student interest while working seamlessly with the current curriculum.

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. For the 2010-2011 school year teachers will be administering pre and post assessments. These assessments are routed in social studies content but are directly aligned with English Language Arts skills and strategies. These efforts will promote literacy in the content area as well as solidify work being done in ELA classrooms.

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.

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.)

Aids and Barriers Affecting Improvement:

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 2009-2010 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal I

By June 2011, 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 2011, 3% of students not making acceptable gains, ELLs and Students with Disabilities, will demonstrate a 0.4 increase 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.

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 III

By June 2011, 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.

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 2010-11 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 2011, 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.</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 2010 to June 2011 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 using Prosper ▪ Infused test preparation ▪ How to drive whole-class and small-group instruction using data obtained through Acuity and Performance Series assessments, 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

	<ul style="list-style-type: none"> ○ 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 that have been equipped with laptop ovens containing five laptops each will provide opportunities for high level 2, 3, & 4 students 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 Inquiry 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 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, 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 2010: Performance Series

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

End-term: NYS State ELA exam (0.4 gain in proficiency rating) & Performance Series (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 2010-11 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 2011, 3% of students not making acceptable gains, ELLs and Students with Disabilities, will demonstrate a 0.4 increase 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.</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 2010 to June 2011 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
 - Guided Reading
 - Guided Writing

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.

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.

Additional early morning and after school programs are offered to meet the specific needs of our ELL and SIFE students through Title III.

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.

Technology: ELA classrooms that have been equipped with laptop ovens containing five laptops each will provide level 1 and 2 students with 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.

Responsible Staff: Assistant Principals, literacy lead teachers, ELA teachers, AIS Teachers, Data Inquiry Team Members

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p> <p>Include: interval of periodic review; subject area of measurement; projected gains</p>	<p style="text-align: center;">SECTION VI: ACTION PLAN</p> <p>Assistant Principals, NYS, Tax Levy Funding Data Inquiry Team = Data Inquiry Team Funding</p> <p>Initial indicator, September/October 2010: Performance Series</p> <p>Midterm: -Department Pre/Post-assessments -Teacher assessment notebooks (i.e. conference notes) -Scantron Performance Series</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 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>End-term: NYS State ELA exam (0.4 gain in proficiency rating) & Acuity (12.5% Gain)</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 2010 to June 2011</p> <p>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

	<p>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 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 2010:</u> Performance Series</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>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	40	9	0	0	6	0	0	0
7	26	3	0	0	9	0	0	0
8	29	15	0	0	4	0	0	0
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:	Most students are receiving Tier 2 Interventions where AIS providers pull out students to participate in Jamestown Reading Navigator, a reading and writing intervention program designed specifically to help struggling students with reading comprehension skills and fluency. Other students receive instruction from teacher-created materials delivered both to small groups and one-to-one during the school day and during 37.5 minutes.
Mathematics:	Mathematics instruction is delivered one-to-one and with small groups using Destination Math and teacher-created materials. Instruction is delivered during the school day and during 37.5 minutes.
Science:	No service provided
Social Studies:	No service provided
At-risk Services Provided by the Guidance Counselor:	Guidance counselors meet with students weekly to discuss goals, study habits and issues affecting self esteem.
At-risk Services Provided by the School Psychologist:	The school psychologist is not providing services to any AIS students at this time.
At-risk Services Provided by the Social Worker:	Due to specific NYC mandates the social worker will not see any AIS students at this time.
At-risk Health-related Services:	No service provided.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s): 6, 7, 8 **Number of Students to be Served:** 823 LEP 1403 Non-LEP

Number of Teachers: 25 **Other Staff (Specify):** 3

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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 major event held in the early spring is 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 and science content. Literacy, math and science concepts are taught through Riverdeep Destination Math, Riverdeep Destination Reading, and Renaissance Math (which are web-based and software run computer programs, respectively). 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.

We will continue using technology to help differentiate instruction in our before-and-after school programs. These extracurricular classes will use such support programs such as Riverdeep Math and Reading, Renaissance Math, Achieve 3000, small group instruction during extended day, menu-item tutoring, or lunch and learn time, etc.. Licenses will be brought of these programs as needed.

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**

- **REV It Up Vocabulary Program**

3 teachers x 30 sessions x 1 hr x \$ 49.89 = **\$ 4,490.10**

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

- **ACHIEVE 3000 – Chinese Bilingual**

1 teacher x 31 hours 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**

7 teachers x 45 sessions 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

3 teachers x 30 sessions x 1 hr x \$ 49.89 = **\$ 4,490.10**

Spanish Bilingual 8th Grade Math Test Prep

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

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

1 teacher x 31 hours 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)

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

1 teacher x 18 sessions 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)

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**

ESL Curriculum Planning Sessions-Spring

5 teachers x 40 hours x \$49.89= **\$9,978**

1 Supervisor x 40 x\$53.47= **\$2,138.80**

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. In addition, Title III money will be used to develop and refine the school's ESL curriculum.

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

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

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**

Section III. Title III Budget

School: Leonardo Da Vinci Intermediate School 61

BEDS Code: 342400010061

Allocation Amount: \$114,960		
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	(\$76544.33)	Per Session Hours (Teachers)= \$51835.71 Per Session Hours (Administrator)= \$6897.62 ELL Coordinator= \$17811

- Per diem		
Purchased services High quality staff and curriculum development contracts.	(\$20,000)	Professional Consultants- Development of ESL Curriculum
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(\$5540.07)	Copy Paper Mead Marble Notebooks
Educational Software (Object Code 199)	(\$12875)	Achieve 3000- \$12875 (250 Licenses)
Travel		
Other		
TOTAL	(\$114,960)	

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 language needs, several parents were selected at random during Parent Orientation Meetings and Back to School Night and other such events.

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

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

Part B: Strategies and Activities

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

Parents will be informed of instructional and sports programs, such as: Supplementary Education Services (SES), 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,484,760	\$34,796	\$1,519,556
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$14,847.60	\$347.96	\$15,195.56
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$74,238	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$148,476	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **93.4%**
6. If the percentage of high quality teachers during 2010-2011 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 of how these issues have been and will continue to be addressed:

- Department and Academy conferences
- Weekly Inquiry Team Meetings
- Workshops provided by the Network (i.e. differentiation, tiering, data-driven instruction, *Common Core Standards* training, etc.)

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

- Use of weekly inquiry meetings to promote data-driven instruction.
- Teachers analyze formal and informal data (Department pre and post-tests, Item Skills Analysis, etc.) and their implications for instruction
- Part-time department coaches meet regularly with teachers in their department to provide on-site professional development.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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, English Language Arts and Social Studies, as well as class results which are 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**
- Student portfolios across all content area classrooms

- **DELLO (Daily English Language Learning Opportunities)**, 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:

- *Performance Series* administered three times per 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
- Teacher’s notes during guided reading/writing sessions
- Writing surveys
- Writing conference results
- Quick writes
- Student goal sheets based on pre/post 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 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.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o 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 few years to create a full balanced-literacy environment and completely adopt the workshop model into all content area curriculums. One of our main goals 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 (2010-2011 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 *Performance Series* and pre/post 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 includes 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.
 - Pre/Post assessments developed this school year for first-time implementation

- **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.
 3. Pre/Post assessments rooted in social studies content but based on alignment with ELA reading skills and *Performance Series* results.

- 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 *Brienza* and *Sports and Arts*, 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. In addition, teachers are encouraged to attend workshops addressing specific needs at the Network and city-wide level. Opportunities for professional development are shared and teachers are maintaining professional development binders to document their annual hours. Furthermore, each department tailors its professional development to meet the

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- a. Teacher resource center and professional library supported by content coaches to promote good and effective practices

- b. Intensive criteria for selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing
- c. Professional literature and focused professional study groups to support teaching reading and writing in the content area
- d. 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, 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. We've continued this to promote a school and community partnership.
- **Connected Learning Grant:** This two-year program consists of a partnership between *Computers for Youth* and *Teaching Matters* 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. *Teaching Matters* provides on-site professional development for teachers and works consistently with other partners in the Connected Learning Grant to increase parental involvement.

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.
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. 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.

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.

- 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 II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓					
Title I, Part A (ARRA)	Federal	✓					
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓					

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

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.

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. 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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring Advanced
Comprehensive **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

In the school year 2009-2010, 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, Students with Disabilities, and economically disadvantaged. Students with disabilities did not make AYP due to safe harbor because criteria was not met for Science. Our target populations 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.

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

School Under Registration Review (SURR)

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.

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). 16% of the students during 2009- 2010 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. For schools in the Corrective Action phase, please include the specific corrective

action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

It is evident, based on the school's 2009-2010 Accountability Status report, that the instructional practices that have been implemented over the past few years have helped make improvements in English Language Arts despite the State-wide drop experienced by most. The implementation of tiered 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, *Performance Series* results, periodic assessments such ACUITY)
- 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, Corrective Action, or Restructuring

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.

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 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 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: 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/rdonlyres/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.)
2
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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

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:

- 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.

1. 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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 061 Leonardo Da Vinci					
District:	24	DBN:	24Q061	School		342400010061

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.7	94.3	93.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	690	611	793				
Grade 7	703	713	664				
Grade 8	746	753	753				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	6	5	3				
Total	2145	2082	2213				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	91.5	92.5	91.7

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	80.7	90.3	92.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	10	27	40

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	227	208	144

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	79	92	107	Principal Suspensions	189	226	198
# in Collaborative Team Teaching (CTT) Classes	86	101	112	Superintendent Suspensions	66	44	54
Number all others	93	83	86				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	317	297	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	412	433	TBD	Number of Teachers	143	154	152
# ELLs with IEPs	47	145	TBD	Number of Administrators and Other Professionals	31	30	22

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	6	3	15

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	12	9	68	% fully licensed & permanently assigned to this school	100.0	100.0	97.3
				% more than 2 years teaching in this school	63.6	64.9	86.8
				% more than 5 years teaching anywhere	39.2	44.8	59.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	79.0	90.1
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	99.1	97.7	91.6
Black or African American	6.2	5.8	5.2				
Hispanic or Latino	80.2	80.5	82.1				
Asian or Native Hawaiian/Other Pacific	11.1	11.7	10.8				
White	2.4	1.9	1.8				
Male	53.7	54.9	54.8				
Female	46.3	45.1	45.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced				v	

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-			
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			
Multiracial		-				
Students with Disabilities	v	v				
Limited English Proficient	vsh	v				
Economically Disadvantaged	v	v				
Student groups making	8	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	53.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	37.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	2.8					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



**Department of
Education**



INTERMEDIATE SCHOOL 61

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (24/Q/061)

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

TELEPHONE: 718-760-3233

FAX: 718-760-5220

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 61 **SCHOOL NAME:** IS 61-Leonardo DaVinci

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@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jennifer Miller

PRINCIPAL: Joseph J. Lisa

UFT CHAPTER LEADER: Joseph Natale

PARENTS' ASSOCIATION PRESIDENT: Jimmy Padilla

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** 208

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
Jimmy Padilla	*PA/PTA President or Designated Co-President	
Darius Jean Vernet	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Irene Novelino	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jean F. Bena-Kelly	Member/UFT	
Jennifer Miller	Member/Administrator	
Robert Aiello	Member/UFT	
Maria Priego	Member/Parent	
Marcelina Vega	Member/Parent	
Francia Sempertegui	Member/Parent	
Amapola Alvarez	Member/Parent	
Mery Berrio	Member/Parent	

Susana Santacruz	Parent Coordinator	
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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 2,256 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. Since the 2007-2008 school year, I.S. 61 has run a Gifted and Talented program for classes on the 6th, 7th, and 8th grade levels.

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)
- Teaching Matters

- Legal-Aide Society
- City Harvest

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input 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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					

DEMOGRAPHICS							
Number all others				Superintendent Suspensions			
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)			
<i>These students are included in the General and Special Education enrollment information above.</i>				2007-08	2008-09	2009-10	
				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)				2007-08	2008-09	2009-10	
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
				% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09
		<input type="checkbox"/> 2009-10		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		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**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet 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/Teacher 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 your school's 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?
-

Student Performance Trends and Greatest Accomplishments

An in-depth analysis of the 2010 Progress Report shows that while students are making AYP in mathematics, students are not making AYP for English Language Arts in several subgroups: Hispanic, Students with Disabilities, English Language Learners, and Economically Disadvantaged. In addition, students with disabilities did not make AYP for science. Due to the changes to the New York State ELA, it was predicted that student scores would be impacted negatively. In 2009 the ELA median proficiency rating was 3.02; for 2010 it was 2.5. This drop was slightly higher than the city-wide average of a 0.4 decrease on the exam.

During the 2009-2010 school year core subject teachers met weekly in Academy Inquiry Teams. Teachers analyzed school-wide trends and, more specifically, trends at the classroom and individual level. Five students considered to be in the school's lowest third were selected from each official class to be used in the study. Periodic assessments were administered, evaluated, individual work was designed, and the findings led to whole class implications. Previously the Data Inquiry Team recommended the implementation of tiered activities during the work period in all content areas, which continued this school year. 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.

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.

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). Teachers now utilize pre

& post tests at the start and end of each unit to analyze mastery in a given reading skill. Groups are differentiated based on the results of state exams. Work period activities are tiered based on readiness level, focusing on activities and questions asked. Classrooms now infuse paired/twin texts into units of study. The pacing calendar is aligned with those of math, science and social studies in an effort to create interdisciplinary planning.

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 part-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. During the 2009-2010 school year, RESO-A funding was used to purchase interactive white boards and three-dimensional document cameras for 15 science classrooms. These items will increase hands-on learning and promote student interest while working seamlessly with the current curriculum.

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. For the 2010-2011 school year teachers will be administering pre and post assessments. These assessments are routed in social studies content but are directly aligned with English Language Arts skills and strategies. These efforts will promote literacy in the content area as well as solidify work being done in ELA classrooms.

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.

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.)

Aids and Barriers Affecting Improvement:

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 2009-2010 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal I

By June 2011, 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 2011, 3% of students not making acceptable gains, ELLs and Students with Disabilities, will demonstrate a 0.4 increase 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.

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 III

By June 2011, 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.

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 2010-11 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 2011, 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.</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 2010 to June 2011 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 using Prosper ▪ Infused test preparation ▪ How to drive whole-class and small-group instruction using data obtained through Acuity and Performance Series assessments, 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

	<ul style="list-style-type: none"> ○ 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 that have been equipped with laptop ovens containing five laptops each will provide opportunities for high level 2, 3, & 4 students 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 Inquiry 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 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, 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 2010: Performance Series

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

End-term: NYS State ELA exam (0.4 gain in proficiency rating) & Performance Series (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 2010-11 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 2011, 3% of students not making acceptable gains, ELLs and Students with Disabilities, will demonstrate a 0.4 increase 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.</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 2010 to June 2011 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
 - Guided Reading
 - Guided Writing

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.

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.

Additional early morning and after school programs are offered to meet the specific needs of our ELL and SIFE students through Title III.

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.

Technology: ELA classrooms that have been equipped with laptop ovens containing five laptops each will provide level 1 and 2 students with 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.

Responsible Staff: Assistant Principals, literacy lead teachers, ELA teachers, AIS Teachers, Data Inquiry Team Members

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p> <p>Include: interval of periodic review; subject area of measurement; projected gains</p>	<p style="text-align: center;">SECTION VI: ACTION PLAN</p> <p>Assistant Principals, NYS, Tax Levy Funding Data Inquiry Team = Data Inquiry Team Funding</p> <p>Initial indicator, September/October 2010: Performance Series</p> <p>Midterm: -Department Pre/Post-assessments -Teacher assessment notebooks (i.e. conference notes) -Scantron Performance Series</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 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>End-term: NYS State ELA exam (0.4 gain in proficiency rating) & Acuity (12.5% Gain)</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 2010 to June 2011</p> <p>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

	<p>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 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 2010:</u> Performance Series</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>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	40	9	0	0	6	0	0	0
7	26	3	0	0	9	0	0	0
8	29	15	0	0	4	0	0	0
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:	Most students are receiving Tier 2 Interventions where AIS providers pull out students to participate in Jamestown Reading Navigator, a reading and writing intervention program designed specifically to help struggling students with reading comprehension skills and fluency. Other students receive instruction from teacher-created materials delivered both to small groups and one-to-one during the school day and during 37.5 minutes.
Mathematics:	Mathematics instruction is delivered one-to-one and with small groups using Destination Math and teacher-created materials. Instruction is delivered during the school day and during 37.5 minutes.
Science:	No service provided
Social Studies:	No service provided
At-risk Services Provided by the Guidance Counselor:	Guidance counselors meet with students weekly to discuss goals, study habits and issues affecting self esteem.
At-risk Services Provided by the School Psychologist:	The school psychologist is not providing services to any AIS students at this time.
At-risk Services Provided by the Social Worker:	Due to specific NYC mandates the social worker will not see any AIS students at this time.
At-risk Health-related Services:	No service provided.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s): 6, 7, 8 **Number of Students to be Served:** 823 LEP 1403 Non-LEP

Number of Teachers: 25 **Other Staff (Specify):** 3

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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 major event held in the early spring is 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 and science content. Literacy, math and science concepts are taught through Riverdeep Destination Math, Riverdeep Destination Reading, and Renaissance Math (which are web-based and software run computer programs, respectively). 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.

We will continue using technology to help differentiate instruction in our before-and-after school programs. These extracurricular classes will use such support programs such as Riverdeep Math and Reading, Renaissance Math, Achieve 3000, small group instruction during extended day, menu-item tutoring, or lunch and learn time, etc.. Licenses will be brought of these programs as needed.

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**

- **REV It Up Vocabulary Program**

3 teachers x 30 sessions x 1 hr x \$ 49.89 = **\$ 4,490.10**

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

- **ACHIEVE 3000 – Chinese Bilingual**

1 teacher x 31 hours 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**

7 teachers x 45 sessions 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

3 teachers x 30 sessions x 1 hr x \$ 49.89 = **\$ 4,490.10**

Spanish Bilingual 8th Grade Math Test Prep

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

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

1 teacher x 31 hours 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)

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

1 teacher x 18 sessions 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)

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**

ESL Curriculum Planning Sessions-Spring

5 teachers x 40 hours x \$49.89= **\$9,978**

1 Supervisor x 40 x\$53.47= **\$2,138.80**

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. In addition, Title III money will be used to develop and refine the school's ESL curriculum.

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

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

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**

Section III. Title III Budget

School: Leonardo Da Vinci Intermediate School 61

BEDS Code: 342400010061

Allocation Amount: \$114,960		
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	(\$76544.33)	Per Session Hours (Teachers)= \$51835.71 Per Session Hours (Administrator)= \$6897.62 ELL Coordinator= \$17811

- Per diem		
Purchased services High quality staff and curriculum development contracts.	(\$20,000)	Professional Consultants- Development of ESL Curriculum
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(\$5540.07)	Copy Paper Mead Marble Notebooks
Educational Software (Object Code 199)	(\$12875)	Achieve 3000- \$12875 (250 Licenses)
Travel		
Other		
TOTAL	(\$114,960)	

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 language needs, several parents were selected at random during Parent Orientation Meetings and Back to School Night and other such events.

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

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

Part B: Strategies and Activities

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

Parents will be informed of instructional and sports programs, such as: Supplementary Education Services (SES), 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,484,760	\$34,796	\$1,519,556
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$14,847.60	\$347.96	\$15,195.56
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$74,238	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$148,476	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **93.4%**
6. If the percentage of high quality teachers during 2010-2011 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 of how these issues have been and will continue to be addressed:

- Department and Academy conferences
- Weekly Inquiry Team Meetings
- Workshops provided by the Network (i.e. differentiation, tiering, data-driven instruction, *Common Core Standards* training, etc.)

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

- Use of weekly inquiry meetings to promote data-driven instruction.
- Teachers analyze formal and informal data (Department pre and post-tests, Item Skills Analysis, etc.) and their implications for instruction
- Part-time department coaches meet regularly with teachers in their department to provide on-site professional development.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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, English Language Arts and Social Studies, as well as class results which are 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**
- Student portfolios across all content area classrooms

- **DELLO (Daily English Language Learning Opportunities)**, 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:

- *Performance Series* administered three times per 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
- Teacher’s notes during guided reading/writing sessions
- Writing surveys
- Writing conference results
- Quick writes
- Student goal sheets based on pre/post 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 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.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o 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 few years to create a full balanced-literacy environment and completely adopt the workshop model into all content area curriculums. One of our main goals 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 (2010-2011 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 *Performance Series* and pre/post 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 includes 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.
 - Pre/Post assessments developed this school year for first-time implementation

- **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.
 3. Pre/Post assessments rooted in social studies content but based on alignment with ELA reading skills and *Performance Series* results.

- 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 *Brienza* and *Sports and Arts*, 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. In addition, teachers are encouraged to attend workshops addressing specific needs at the Network and city-wide level. Opportunities for professional development are shared and teachers are maintaining professional development binders to document their annual hours. Furthermore, each department tailors its professional development to meet the

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- a. Teacher resource center and professional library supported by content coaches to promote good and effective practices

- b. Intensive criteria for selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing
- c. Professional literature and focused professional study groups to support teaching reading and writing in the content area
- d. 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, 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. We've continued this to promote a school and community partnership.
- **Connected Learning Grant:** This two-year program consists of a partnership between *Computers for Youth* and *Teaching Matters* 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. *Teaching Matters* provides on-site professional development for teachers and works consistently with other partners in the Connected Learning Grant to increase parental involvement.

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.
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. 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.

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.

- 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 II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ⁴ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ⁵ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓					
Title I, Part A (ARRA)	Federal	✓					
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓					

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

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.

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. 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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring Advanced
Comprehensive _____ **SURR⁶ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

In the school year 2009-2010, 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, Students with Disabilities, and economically disadvantaged. Students with disabilities did not make AYP due to safe harbor because criteria was not met for Science. Our target populations 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.

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

School Under Registration Review (SURR)

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.

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). 16% of the students during 2009- 2010 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. For schools in the Corrective Action phase, please include the specific corrective

action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

It is evident, based on the school's 2009-2010 Accountability Status report, that the instructional practices that have been implemented over the past few years have helped make improvements in English Language Arts despite the State-wide drop experienced by most. The implementation of tiered 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, *Performance Series* results, periodic assessments such ACUITY)
- 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, Corrective Action, or Restructuring

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.

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 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 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: 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/rdonlyres/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.)
2
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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

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:

- 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.

1. 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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 061 Leonardo Da Vinci					
District:	24	DBN:	24Q061	School		342400010061

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.7	94.3	93.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	690	611	793				
Grade 7	703	713	664				
Grade 8	746	753	753				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	6	5	3				
Total	2145	2082	2213				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	91.5	92.5	91.7

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	80.7	90.3	92.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	10	27	40

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	227	208	144

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	79	92	107	Principal Suspensions	189	226	198
# in Collaborative Team Teaching (CTT) Classes	86	101	112	Superintendent Suspensions	66	44	54
Number all others	93	83	86				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	317	297	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	412	433	TBD	Number of Teachers	143	154	152
# ELLs with IEPs	47	145	TBD	Number of Administrators and Other Professionals	31	30	22

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	6	3	15

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	12	9	68	% fully licensed & permanently assigned to this school	100.0	100.0	97.3
				% more than 2 years teaching in this school	63.6	64.9	86.8
				% more than 5 years teaching anywhere	39.2	44.8	59.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	79.0	90.1
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	99.1	97.7	91.6
Black or African American	6.2	5.8	5.2				
Hispanic or Latino	80.2	80.5	82.1				
Asian or Native Hawaiian/Other Pacific	11.1	11.7	10.8				
White	2.4	1.9	1.8				
Male	53.7	54.9	54.8				
Female	46.3	45.1	45.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced				v	

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial		-					
Students with Disabilities	v	v					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	53.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster DSSI Cluster 02	District 24	School Number 061	School Name Leonardo da Vinci
Principal Joseph J. Lisa		Assistant Principal Jerry Brito	
Coach Ms. Carlo-McCabe		Coach Ms. Garziano-Parker	
Teacher/Subject Area Mr. Berrios-Matos/Science		Guidance Counselor Mr. Rohan	
Teacher/Subject Area Ms. Lu/ESL		Parent Mr. Padilla	
Teacher/Subject Area Ms. Hiraldo/Math		Parent Coordinator Ms. Santacruz	
Related Service Provider type here		Other Mr. Klyevanov/ELL Coordinator	
Network Leader John O'Mahoney		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	12	Number of Certified Bilingual Teachers	9	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	2226	Total Number of ELLs	823	ELLs as Share of Total Student Population (%)	36.97%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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.

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. We are also planning parent out-reach sessions in the spring for parents whose children were accepted into our Spanish Dual Language program.

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.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							2	2	4					8
Dual Language <small>(50%:50%)</small>							1							1
Freestanding ESL														
Self-Contained							11	8	7					26
Push-In														0
Total	0	0	0	0	0	0	14	10	11	0	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	823	Newcomers (ELLs receiving	401
		Special Education	147

		service 0-3 years)			
SIFE	64	ELLs receiving service 4-6 years	115	Long-Term (completed 6 years)	307

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	174	31	7	6	0	3	9	0	9	189
Dual Language	10	0	0	1	0	0	6	0	0	17
ESL	217	19	9	108	13	31	292	1	88	617
Total	401	50	16	115	13	34	307	1	97	823

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							38	65	66					169
Chinese								9	11					20
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	38	74	77	0	0	0	0	189

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish													17	11					17	11
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	17	11	0	0	0	0	17	11

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>28</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>28</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							227	160	155					542
Chinese							13	11	3					27
Russian							2	1	2					5
Bengali							1	1	3					5
Urdu							1		2					3
Arabic								6	2					8
Haitian									2					2
French							1	1	4					6
Korean														0
Punjabi								1	1					2
Polish							1							1
Albanian														0
Other							6	2	8					16
TOTAL	0	0	0	0	0	0	252	183	182	0	0	0	0	617

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here. 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. 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 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 ELA and social studies and emphasizes building academic language, higher order thinking and writing skills. Each of the 6 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, ArtsConnection's Developing English Language Literacy Through the Arts (DELLTA), RIGOR, and the Lincoln Center LEAD program.

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, 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 content area instruction in the native language and English with a 60/40 balance. Those students identified at the intermediate stages of English proficiency will receive content area instruction in the native language and English with a 50/50 balance. Students at the advanced stages of English proficiency will receive content area instruction with a 25/75 balance. The use of the native language is helpful to the ELL student in learning content area material. The content area teacher can use the native language to explain or further expand upon what is being presented. Students are also provided with materials written in the native language. In a TBE classroom, two agendas are posted, one in the native language and the other in English. Word walls in each language are posted on separate walls. Charts and key concepts are in English and in the native language and are color-coded. Spanish is written in red ink; English is written in blue or black ink. This is in alignment with New York City's Language Allocation Policy.

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.

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; 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.

Plan for SIFE Students

The 2010-2011 SIFE/LTE grant application was submitted and we await the announcement of the award. In order to address the needs of SIFE and Long Term ELLs, it proposes 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. This includes the Home Language Identification Survey (HLIS), Language Assessment Battery-Revised (LAB-R), and the Oral Interview Questionnaire.

From the RNMR report generated through ATS, we initially have identified 64 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 2010 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), 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 SIFE-targeted grants. However, due to the many different after school programs offered to students through Title I, and outside agencies that operate in our school building after hours such as 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 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".

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.

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

Along with Extended Day and Title III extra-curricular programs, new comers are placed into classes according to their English proficiency levels. During the work period, tiered activities are used to target the varied language proficiency needs.

Plan for Long-Term ELLs

I.S. 61 will continue to support long-term ELLs by providing them with individualized instruction as well as AIS services. In the classroom, instruction about grammatical forms and structures 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 307 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. Long-Term ELLs will continued to be targeted in before and after school programs.

Plan for Transitional Support

Newly proficient students will be offered the opportunity to participate in the Title III Program for ELLs. They will also be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment.

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

All former ELLs who achieved a level of proficiency within the last two years 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. 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.

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

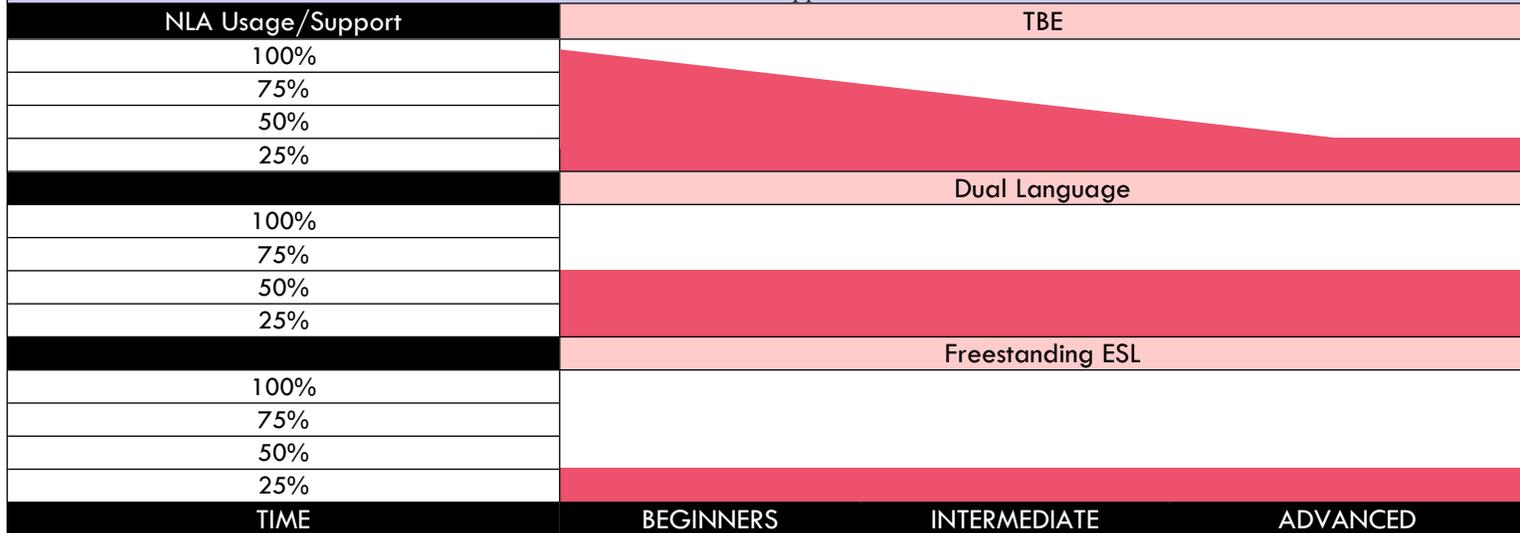
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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.

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 major event held in the early spring is 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.

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.

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. SES options include home tutoring and after school programs that focus on ELLs' academic needs.

This year, we are piloting a computer program called Learning Village from Houghton Mifflin Harcourt. The program is designed specifically for ELLs and touches on the four core subjects. Teachers have begun receiving professional development in using the program. We have also brought the Lincoln Center LEAD program to teach language through drama.

C. Schools with Dual Language Programs

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

I.S. 61Q has implemented a Spanish/English Dual Language Program beginning in the 2010-2011 school year. Currently, we have one dual language class in the sixth grade. As currently designed, the class contains 40% English Proficient students and 60% English Language Learners. Both subgroups spend all their instructional time together. Teachers experienced in Spanish bilingual education have been assigned to administer instruction. Of the four major subject areas, ELA and Math are taught exclusively in English. Social studies and science are taught exclusively in Spanish. Math and ELA account for 720 minutes of English instruction per week while social studies and science account for 450 minutes of Spanish instruction. Irregardless, native language and English language support are given for clear content delivery. Since the program is new, we are in the process of review and revision. For example, we have determined that the school is lacking the appropriate materials in Spanish for both science and social studies. In our continuing effort to improve the program, we will be visiting area schools that have successful dual language programs.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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 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. Overall, the focus of professional development will be to add to and revise the ESL Units of Study that were developed last school year. Some of the items for review is the development of a curriculum map, a working document outlining in detail the role and responsibilities of the push-in teacher, and the development of formal ESL department unit assessments. We will have an outside vendor come in the spring to help in the development of these curricular items.

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.

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 – Mr. Brito
- Comprehensive Educational Plan (CEP) – Jerry Brito, Laura La Sala, Beth Garelick
- Annual Dual Language Conference – Mr. Brito, Ms. Rodriguez, and Ms. Velarde
- Annual Professional Conference for Foreign Language Teachers – Ms. Martinez
- Writing as Learning Across the Curriculum – Mr. Pleickhardt
- Bilingual Education Conference- Mr. Brito, Ms. Hiraldo
- ELL-Related Professional Development for School Secretaries – Giuliana Roccisano

Common planning periods (every teacher was programmed to attend one session a week) were implemented in previous 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.

This year, all teachers have one period a week scheduled for Inquiry Team. 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.

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.

E. Parental Involvement

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

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. 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. In addition, Learning Village has a parental outreach component in which parents are invited to learn about the program and help their children at home to use it. 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. 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.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							54	103	110					267
Intermediate(I)							83	62	96					241
Advanced (A)							169	91	55					315
Total	0	0	0	0	0	0	306	256	261	0	0	0	0	823

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							35	84	59				
	I							25	26	46				
	A							152	75	58				
	P							84	62	90				
READING/ WRITING	B							48	81	104				
	I							83	73	95				
	A							140	86	54				
	P							25	7	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	105	113	29		247
7	115	52	1		168

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8	134		51		2				187
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	47		154		73		7		281
7	73		126		24		6		229
8	94		104		27		10		235
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	71	48	40	55				
Chinese Reading Test		2	2	1				

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Currently, I.S. 61Q uses several assessment tools to determine the literacy skills of our ELLs. We use the NYS ELA, Math, Social Studies and Science assessments, NYSESLAT, and ELA Periodic Assessments. We have also recently reintroduced periodic assessments for ELLs and did

sure that our instructional delivery specifically targets deficiencies as determined on Periodic Assessments and the NYSESLAT. At the same time, we have to continue working diligently with our intermediate and beginner students to have them match the success of the 6th grade. This will mean that differentiated instruction in our beginner/low intermediate classes will be more diffuse in nature than in our advanced classes.

The dual language program is new and we are still accumulating data. However, one thing to note is there was an even spread between the Q1, Q2, Q3, and Q4 percentiles. This indicates that the dual language teachers will have at minimum 3 to 4 possible groupings to accommodate the different Spanish language proficiencies represented. We will use this and the different department pre and post tests to continue monitoring language acquisition and understanding.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		